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ABSTRACT

Sixteen lesson plans on communications are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (with answer key); and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include listening to and following directions; communication process; delegating authority; spelling, speaking, and writing; giving a speech; business introductions; and sales clerk-customer interaction. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student will prepare and deliver a three to five-minute speech). (JH)

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FD170459

Communications

INSTRUCTOR'S Curriculum

distributive education

U.S. DEPARTMENT OF HEALTH,
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COMMUNICATIONS

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LESSON PLAN FORMAT

INTRODUCTION AND OBJECTIVES	BLUE
UNIT OUTLINE	WHITE
PRE ASSESSMENT	BUFF
PRE ASSESSMENT KEY	GREY
LESSON PLANS	YELLOW
INFORMATION SHEETS	PINK
ASSIGNMENT SHEETS	GREEN
TRANSPARENCY MASTERS	WHITE
KEY AND ANSWER SHEETS	GREY
TEACHER REFERENCE SHEETS	BLUE
OPTIONAL ACTIVITIES AND BIBLIOGRAPHY	WHITE
POST ASSESSMENT	BUFF
POST ASSESSMENT KEY	GREY
UNIT EVALUATION	BUFF

FOREWORD

The Missouri Distributive Education Curriculum is a performance-based curriculum for distributive education throughout the state of Missouri. This curriculum system is composed of twenty units, ten designed for use in junior preparatory classes, and ten for senior cooperative distributive education classes. All units were written by teams of distributive education teacher-coordinators. Performance objectives and content of the units were validated by advisory committees composed of persons in business, during the field-tests conducted by distributive education teacher-coordinators in their classrooms. The units were then corrected, improved and made ready for final printing.

Each unit is self-contained, which means that unless desired, no outside reference is needed to teach the unit. Each unit also has suggested optional activities to supplement instruction. The units can be viewed in two ways: a "survival kit" for the beginning teacher, or as an organizational aid to the experienced teacher.

Philosophy of the Curriculum

Almost without exception, instruction is intended to equip students to do something beyond the classroom. It seems beyond debate that any instruction must be based upon a definite analysis of whatever it is that the student is expected to be able to accomplish as a result of the instruction. Without a clear description of the kind of behavior that will be required of the student, it is impossible to determine with any degree of precision what is to be taught. With this in mind, a careful and thorough analysis of "what the student must do" and "what the student must know" in order to perform in a desirable manner in business was conducted during the development of the objectives for the units.

A terminal performance objective and appropriate enabling objectives for each unit were formulated. The objectives were developed by teams of experienced coordinators drawing on their own expertise, other curriculum materials, and the research of Crawford, Lynch and others. The objectives and the corresponding unit performance evaluations were then validated by people representing the business community.

Unit Components

Each unit is completely self-contained. All instructional materials necessary to teach each unit are provided. To supplement the teaching of the units, optional activities are suggested.

Each unit follows a unique color-coding and numbering system. The units contain the following components:

Introduction: This component provides a thumbnail sketch of the unit and the content and describes why mastery of the objectives is important to the learner. It is designed to motivate the students as well as orient them to the unit.

Performance Objectives: The terminal objective specifies the performance which will be expected of the learner at the completion of the unit. The enabling objectives specify the information, products and competencies which must be mastered or produced by the students in order to be able to perform the terminal objective.

Pre-Assessment: This is a measurement tool to determine the degree of knowledge and/or competency the students already possess of the unit's content. For some units, the pre-assessment is a paper-pencil pre-test. For other units, the pre-assessment consists of pertinent questions and class discussion.

Unit Outline: This presents a table of contents of the unit, the time required for the unit and the materials and resources needed.

Lesson Plans: Lesson plans are presented for each day of the unit accompanied by all necessary material including student information sheets, assignment sheets and teacher materials.

Post-Assessment: This is an objective examination which measures the student's mastery of the enabling objectives. Theoretically, its purpose is not to determine a grade, but to inform the teacher as to whether or not the students are prepared to attempt the unit performance evaluation.

Unit Evaluation: Each unit contains an evaluation of the student's performance or development of a product which is related as closely as possible to actual practice in the world of work. For many units, business people are utilized as evaluators. The unit performance evaluation is critical to effective instruction of the unit because only then will the teacher and students know whether or not the students actually mastered the unit.

Unfortunately, many teachers decide to "take a short-cut," and eliminate the unit evaluation. Ending the unit with the post-instruction assessment falls far short of concluding the unit. Everything accomplished in the classroom from the day the unit was introduced to the completion of the post-instruction assessment has been designed so that the student would be able to attempt the unit performance evaluation.

This evaluation has been developed to determine realistically whether or not the student can satisfactorily perform the terminal objective which specifies the performance expected of the learner at the completion of the unit.

For example, the performance required for the unit, *Getting a Job*, is an actual job interview. For *Parliamentary Procedure*, the performance evaluation is to conduct a meeting using parliamentary rules. For *Economics of Marketing*, the performance evaluation is to develop a product, identify the market functions, define a marketing concept for the product, show what market segments will be appealed to, classify what stores will sell the product, what channels of distribution will be used and what marketing strategy will be used based on the psychological needs of consumers. The unit evaluation, properly conducted, will serve several purposes:

- *Provides a "doing" activity for students and an opportunity for them to display the skills and competencies they have acquired.
- *Provides students with an opportunity to gain a sense of pride in their accomplishments, as they satisfactorily complete the activity.
- *Provides students with an opportunity to receive constructive first-hand knowledge of what is taught in a distributive education program.
- *Serves as a good public relations tool for the distributive education program, and could definitely enhance placement of students on jobs.

How to Use the Units

Each unit has a unit numbering system and is color-coded for the convenience of the teacher. Each unit has been assigned a number which is found on the objective sheet. For example, the first unit is *Orientation to Distributive Education and DECA*. The unit number and the objective number are always the same; in this case, it is 1.00.

Each unit contains a terminal objective (blue sheet). The terminal objective will always be 1.00, 2.00, 3.00 . . . 20.00. The enabling objectives will always follow the terminal objective on blue sheets. Enabling objectives for each unit are always prefaced with the unit number and are numbered consecutively. For example, 2.06 is the sixth enabling objective in the second unit.

The lesson plans (yellow sheets) are numbered within the units in the order in which they are to be taught and are not to be confused with the terminal or enabling objectives numbering system.

Lesson plan 12.08, for example, is for the eighth lesson in unit twelve. In the lesson plan, the enabling objective(s) is listed that will be concentrated on during that lesson.

The assignment sheets (green), the information sheets (pink) and the transparency masters (white) are numbered according to the daily lesson plans, not the terminal or enabling objectives. For example, the first assignment sheet for lesson plan 12 is assignment sheet 12.01. The first transparency master for lesson plan 12 is TM 12.01. The information sheets, assignment sheets and transparency masters are keyed to the lesson plan, but are numbered independently of each other. Depending on what is being taught during the lesson, there could be several different assignment sheets, information sheets or transparency masters or a combination of all three.

Students should be provided copies of the objectives, information sheets and assignment sheets. These are available in sufficient quantities for classes at the Instructional Materials Laboratory at the University of Missouri-Columbia. These student materials can be given to students as a packet at the beginning of the unit to be used as needed, or the teacher may elect to give students the necessary materials on a daily basis.

There are two assessments at the end of each unit. One is the post-assessment (buff), and the other is the unit evaluation (buff).

Suggested Use of Units

Two-Year Programs

First year:

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Retailing

Free Enterprise

Physical Distribution

Mathematics

Getting a Job

Second year:

Selling

Human Relations on the Job

Customer Services

Sales Promotion

Operations

Buying and Pricing

Marketing Analysis

Economics of Marketing

Operating Your Own Business

Preparing for Promotion

One-Year Programs

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Mathematics

Getting a Job

Selling

Human Relations on the Job

Economics of Marketing

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INTRODUCTION

Communication is a vital part of every phase of marketing. The effectiveness of workers' communications is important to their employers as well as to themselves. It is important to employers because a business's success depends on the ability of workers to communicate with customers, with each other and with the employer. Communication is important to workers so that they may be successful on the job.

There is a sender and receiver involved in every communication.

This unit will enable the student to develop skills in sending and receiving both oral and written communications. Students will discover how these skills will improve their work and learning skills.

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OBJECTIVES

Terminal Objective:

- 5.00 Upon completion of this unit the students will be able to demonstrate the basic principles of effective communication in a created situation similar to one that might be encountered in their chosen occupations.

Enabling Objectives:

- 5.01 Listen and follow directions.
- 5.02 Interpret why communications must be a two-way process between management and employee.
- 5.03 Identify reasons why communications often become misinterpreted.
- 5.04 List the channels for making suggestions to the management.
- 5.05 Recite different approaches in delegating authority so that everything is completely clear.
- 5.06 Scan given materials for the main ideas.
- 5.07 Spell commonly used words in distribution.
- 5.08 List the reasons it is important to use correct enunciation and pronunciation in speaking.
- 5.09 Pick out words that have the same meaning or mean the opposite so that they can emphasize certain words to get the point across.
- 5.10 Translate technical terms of products into customers' language.
- 5.11 Write a paragraph stressing the importance of the spoken word and its impact on supervisors.
- 5.12 Prepare a speech.
- 5.13 Give a speech.
- 5.14 Answer pertinent questions regarding subject matter.
- 5.15 Demonstrate gestures which help convey feelings in spoken words.

- 5.16 Describe the effect the tone of one's voice can have on the listener.
- 5.17 Properly introduce business acquaintances.
- 5.18 Demonstrate an ability to listen to customers' names and addresses and record them correctly on sales slips.
- 5.19 Write out purchase orders neatly in order to eliminate misinterpretation of the materials to be shipped.
- 5.20 Determine the reason for a customer's general complaint.
- 5.21 Interpret a customer's position and biases by the listening process.
- 5.22 Express what relationship first impressions have on customers with respect to the business establishment.
- 5.23 Demonstrate skill in using a telephone properly.
- 5.24 Demonstrate the differences that exist in communications used in selling over the telephone and over the counter.
- 5.25 Restate the principal areas of communication used to contact employees, suppliers and customers.

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UNIT OUTLINE

- I. Time for this unit: 22 55-minute class periods
- II. Materials
 - A. Introduction
 - B. Objectives
 - C. Pre-Assessment
 - D. Lesson Plan #1
 1. Information Sheet 1.01 - Listening to and Following Directions
 2. Assignment Sheets
 - a. 1.01 - Following Directions
 - b. 1.02 - Listening to and Following Directions, Self-Test
 3. Transparency Masters
 - a. 1.01 - Listening to and Following Directions
 - b. 1.02 - Empathy
 - E. Lesson Plan #2
 1. Teacher Information Sheet 2.01 - Communication: A One-way Process and a Two-way Process
 2. Information Sheets
 - a. 2.01 - Communications: A Two-Way Process
 - b. 2.02 - Communication Process
 3. Assignment Sheet 2.01 - Communication Process
 4. Transparency Masters
 - a. 2.01 - Two-Way Conversation
 - b. 2.02 - Feedback

F. Lesson Plan #3

1. Information Sheet 3.01 - Effective Communications
2. Assignment Sheets
 - a. 3.01 - Interpreting Communications
 - b. 3.02 - Communication Analysis
 - c. 3.03 - Word Interpretation
3. Transparency Master 3.01 - Communicating

G. Lesson Plan #4

1. Information Sheet 4.01 - Assigning Duties and Delegating Authority
2. Assignment Sheets
 - a. 4.01 - Communications
 - b. 4.02 - Communications
 - c. 4.03 - Assigning Duties and Delegating Authority

H. Lesson Plan #5

1. Information Sheet 5.01 - Reading for Meaning
2. Assignment Sheet 5.01 - Scanning for Information

I. Lesson Plan #6

Assignment Sheet 6.01 - Spelling Test Answer Sheet

J. Lesson Plan #7

1. Information Sheets
 - a. 7.01 - Enunciation
 - b. 7.02 - Pronunciation
2. Assignment Sheets
 - a. 7.01 - Communications
 - b. 7.02 - Tongue Twisters

K. Lesson Plan #8

1. Information Sheets
 - a. 8.01 - Written Communication
 - b. 8.02 - Executives Go Back to "Grammar" School
 - c. 8.03 - Why Write? An Outline of Things to Remember

2. Assignment Sheets

- a. 8.01 - Synonyms and Antonyms
- b. 8.02 - A Vacation Change Request
- c. 8.03 - Technical Terms

L. Lesson Plan #9

1. Information Sheets

- a. 9.01 - Preparing a Speech
- b. 9.02 - Practicing the Speech
- c. 9.03 - Delivering the Speech

2. Assignment Sheets

- a. 9.01 - Preparing a Speech
- b. 9.02 - Practicing and Delivering the Speech
- c. 9.03 - Talking Business and Sharpening Your Outlook
- d. 9.04 - Preparing and Giving a Speech
- e. 9.05 - Rating Sheet for the Short Speech
- f. 9.06 - Public Speaking Rating Sheet

M. Lesson Plan #10

1. Information Sheets

- a. 10.01 - Proper Introduction Tips
- b. 10.02 - Remembering Names

N. Lesson Plan #11

1. Information Sheets

- a. 11.01 - Sales Checks
- b. 11.02 - Purchase Orders

2. Assignment Sheets

- a. 11.01 - Sales Checks
- b. 11.02 - Purchase Order

O. Lesson Plan #12

1. Information Sheets

- a. 12.01 - Clarifying Store Policies
- b. 12.02 - True Reasons for Complaints

2. Assignment Sheet 12.01 - First Impressions

P. Lesson Plan #13

1. Information Sheets

- a. 13.01 - Qualities of a Good Telephone Voice
- b. 13.02 - Placing a Call
- c. 13.03 - Memos

2. Transparency Masters

- a. 13.01 - Placing a Call
- b. 13.02 - Leaving Telephone Unattended

Q. Lesson Plan #14

1. Information Sheets

- a. 14.01 - Purposes of Communication
- b. 14.02 - Steps for Effective Communication
- c. 14.03 - Spoken Communication

2. Assignment Sheets

- a. 14.01 - Clarity
- b. 14.02 - Conciseness

R. Lesson Plan #15

1. Post-Assessment

2. Post-Assessment Key

S. Lesson Plan #16 - Unit Evaluation

T. Bibliography

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PRE-ASSESSMENT

Write the letter of the correct answer in the space provided.

- ___ 1. Which of the following words is spelled correctly?
 - a. shammy
 - b. chamois
 - c. chamoie
 - d. shamie
- ___ 2. When introducing business acquaintances, you should:
 - a. introduce the oldest first
 - b. introduce the youngest first
 - c. it makes no difference
 - d. none of the above
- ___ 3. When speaking before a group of people, it is better to:
 - a. never look at the audience
 - b. concentrate on one individual
 - c. write out the entire speech
 - d. none of the above
- ___ 4. Which of the following sentences is best stated?
 - a. Go get the case of goods please will you?
 - b. Will you please bring the case of goods from the back room?
 - c. The case of goods in the back room--get it!
- ___ 5. When speaking to customers, which of the following words would best describe an article of merchandise that has been cut in price?
 - a. cheaper
 - b. less expensive
 - c. below cost
 - d. reduced from original price
- ___ 6. When speaking to individuals or groups you should use:
 - a. gestures
 - b. notes
 - c. enthusiasm
 - d. all of the above

____ 7. Most jobs held by workers in distributive occupations:

- a. demand little talking
- b. demand a lot of talking
- c. demand no talking

Fill in the blank.

- 8. _____ is sympathetic understanding of another person's feelings.
- 9. _____ allows the receiver of the message to express his or her views and ideas.
- 10. Which would be a better way of suggesting changes, through a store meeting or a suggestion box? _____
- 11. _____ is a written approach which gives a graphic picture of the work and indicates the flow of authority.
- 12. Listening to the radio and trying to study at the same time is an example of _____.
- 13. Many speakers try to sway your thinking by only telling one side of the problem. This device is called _____.

True or False (circle one)

- T F 14. Planning is not necessary in placing a business call.
- T F 15. There is no sweeter music to a person than the sound of her or his own name.
- T F 16. Enthusiasm is a characteristic of a successful first impression.
- T F 17. The purchase order is used when the buyer of a regular stock item runs low and replenishment is needed.
- T F 18. Scanning is seeking out and reading only specific information.
- T F 19. Effective communication occurs when messages are given the same correct interpretations.
- T F 20. Physical conditions and location can affect one's ability in listening.

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PRE-ASSESSMENT KEY

1. b
2. a
3. d
4. b
5. b
6. d
7. b
8. empathy
9. feedback
10. store meeting
11. organizational chart
12. marginal listening
13. half-truth
14. false
15. true
16. true
17. true
18. true
19. true
20. true

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LESSON PLAN #1

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.01 Listen and follow directions.

Resources:

1. Information Sheet 1.01 - Listening to and Following Directions
2. Assignment Sheet 1.01 - Following Directions
3. Assignment Sheet 1.02 - Listening to and Following Directions, Self-Test
4. Transparency Master 1.01 - Listening to and Following Directions
5. Transparency Master 1.02 - Empathy

Teacher Activities:

1. Distribute Assignment Sheet 1.01 - Following Directions to students.
2. After students have completed Assignment Sheet 1.01, discuss how important it is to read directions all the way through, before you begin assignments. You can save yourself a lot of time.
3. Distribute Information Sheet 1.01 - Listening to and Following Directions to students for them to read in class.
4. Discuss and answer questions the students might have about Information Sheet 1.01.
5. Show Transparency Master 1.01 - Listening to and Following Directions and 1.02 - Empathy to students during discussion.
6. After discussion is completed, distribute Assignment Sheet 1.02 - Listening to and Following Directions, Self-Test to students to complete in class or to be taken home and brought in the next day.

Student Activities:

1. Complete Assignment Sheet 1.01 - Following Directions.
2. Read Information Sheet 1.01 - Listening to and Following Directions.
3. Discuss and ask questions about Information Sheet 1.01.
4. View Transparency Masters 1.01 - Listening to and Following Directions and 1.02 - Empathy.
5. Complete Assignment Sheet 1.02 - Listening to and Following Directions, Self-Test.

Optional Activities:

1. Listen to the tape "Are You Listening?" to be purchased from J. C. Penney.
2. Other listening tapes and programs.

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INFORMATION SHEET #1.01

Listening To and Following Directions

Basic Rules of Listening

Did you know that people can train themselves to be better listeners? Perhaps the greatest barrier to better listening is the attitude of listeners. Most people consider themselves good listeners; however, even the best listeners could be still better if they were willing to admit that there is room for improvement. Active listening is a skill, and as in any other skill, there are certain techniques that should be learned and practiced until they become automatic.

Active listening requires the proper attitude, adaptability to the physical situation, and specific action steps. These are the rules that can help listeners get the most out of any spoken communication: 1) get ready to listen, 2) be open-minded, 3) listen carefully, and 4) be empathetic when listening.

Get Ready to Listen

The first rule of active listening is to get ready to listen both physically and mentally.

Physical conditions and location can affect the effectiveness of listening. Listeners who want to get the most out of the spoken communication should ignore distracting sights and sounds. They should put themselves in the best possible physical position to hear and concentrate.

Sometimes noise can be eliminated by closing a door and a gloomy room improved by turning on the lights. In a small room and in a face-to-face conversation, the speaker's chair and the listener's chair can be placed so that they are facing each other at a comfortable distance. In a meeting room, listeners can pick seats close enough to the speaker so that they can hear clearly and easily.

Mental preparation begins when one concentrates on the subject to be discussed. Sometimes it is useful to do some homework in advance, particularly if there is apt to be a general discussion in which the listener may want to join. In any event, before the speaker starts to speak, listeners should deliberately concentrate their thinking on the subject to be discussed and review what they know about the topic. If they daydream while waiting for the

speaker to begin, they may find that it takes them a few minutes to concentrate their attention, and during those few minutes they may have missed some important points.

Be Open-Minded

Prejudice and bias are two major blocks to effective listening. Prejudice is an automatic reaction either strongly for or strongly against the subject that is not based on reason or logical evidence. Bias is the slanting of opinion or information because of personal involvement. The subject of the discussion can be a matter of prejudice to the listener. Suppose the speaker is in favor of changing the general price level of the company's product mix and listeners are not. If listeners let their own opinions "tune out" what the speaker is saying, they may miss important information that would make them change their minds--or perhaps important omissions or misunderstandings on the speaker's part that they could use to try to change the speaker's opinion.

How a speaker looks and sounds can also create a prejudice in listeners' minds, blocking their ability to hear actively. The speaker may wear an extreme hair style or the latest fashion in clothing. For some listeners, these create a positive impression of the speaker, while other listeners may be "turned off" by these same things. Style extends beyond clothing to the total impression the speaker makes. New Yorkers may find that the drawl of Southerners sound lazy to them, whereas Southerners tend to think that their northern counterparts spit out their words.

Perhaps the worst kind of prejudice is that based on the race, color, religion, or national origin of the speaker. Personal prejudices are hard to erase. Since any prejudice cripples the listener's ability to receive the information being communicated, such a prejudice hurts the listener more than the speaker.

Listen Carefully

Most speeches are based on some kind of outline, and even casual talkers have some idea of what they are going to say before they begin. To get the full meaning of what is said, listeners should recreate that outline in their minds or notes.

Listeners should note each major point made and what examples and illustrations the speaker uses to explain it. They should not jump to conclusions that the speaker has not yet made but, instead, follow the trend of discussion and description and keep their minds on the point the speaker is making now. There is nothing wrong in noting the direction the speaker seems to be taking, but listeners should avoid forming any firm conclusions and should not let their attention wander from the present stage of the discussion to the possible conclusion.

It is also possible to listen carefully to what is not being said. A listener can add to the facts given by the speaker by observing how the speaker looks and acts when he or she talks. What is his expression, his tone of voice, his manner? Does she smile when she say this, or is her tone sardonic when she says that? Words are given added meaning by the way they are said, and even a facial expression and a gesture with a hand can completely change the meaning of a sentence.

Be Empathetic When Listening

Communicating, remember, requires a sender and a receiver. Too often a listener approaches a speaker with a "show me" attitude, a "convince me that I should listen to you" frame of mind. Instead, a listener should have a certain amount of empathy for the speaker. Empathy is a sympathetic understanding of another person's feelings. Empathy forms a bond between sender and receiver, allowing communication to take place.

A degree of empathy allows listeners to listen to what is being discussed from the speaker's point of view. It enables them to follow the speaker's reasoning and to understand it more clearly. If, instead, listeners are busy objecting in their own minds, preparing their rebuttal, they are closing their minds to what is being said.

Kenneth L. Rowe and Hallie C. Jimerson, *Communication in Marketing*, Gregg Division/McGraw-Hill Book Company, 1971.

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ASSIGNMENT SHEET #1.01

Following Directions

5-minute timed test on following directions:

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below.

Do not begin until your teacher says "go," then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 10 leaving three blank lines between each number.
4. Draw five small triangles beside the number 1 on your paper.
5. Put an "X" in each triangle beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in chapter 3 of any book you have with you now, and write the total beside number 3 on your paper.
8. Multiply your answer by your age at your next birthday.
9. Beside number 9, write the name of one U.S. president.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state you were born in.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.

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ASSIGNMENT SHEET #1.02

Listening To and Following Directions, Self-Test

Directions: List below the four steps to good listening and briefly explain each.

1.

2.

3.

4.

LISTENING TO AND FOLLOWING DIRECTIONS

LISTENING IS PART OF THE VERBAL COMMUNICATION PROCESS.

SENDER-----MESSAGE-----RECEIVER



SPEAKER_____MESSAGE_____LISTENER_____

LISTENING IS MORE THAN JUST HEARING.

HEARING IS AWARENESS OF SOUNDS. LISTENING IS ATTENTION TO
SOUNDS AND THEIR MEANINGS.



Empathy

***Don't Criticize A Man Until You
Have Walked A Day In His Mocassins.***

An Indian Proverb

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LESSON PLAN #2

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 5.01 Listen and follow directions.
- 5.02 Interpret why communicating must be a two-way process between management and employee.

Resources:

1. Teacher Information Sheet 2.01 - Communication: A One-Way Process and A Two-Way Process
2. Information Sheet 2.01 - Communication: A Two-Way Process
3. Information Sheet 2.02 - Communication Process
4. Assignment Sheet 2.01 - Communication Process
5. Transparency Master 2.01 - Two-Way Conversation
6. Transparency Master 2.02 - Feedback

Teacher Activities:

1. Refer to Teacher Information Sheet 2.01 - Communication: A One-Way Process and A Two-Way Process. Proceed as directed, completing activity 1 and 2.
2. Distribute Information Sheet 2.01 - Communication: A Two-Way Process and have students read.
3. Discuss Information Sheet 2.01 and show Transparency Master 2.01 - Two-Way Conversation.
4. Distribute Information Sheet 2.02 - Communication Process and have students read.
5. Discuss Information Sheet 2.02 and show Transparency Master 2.02 - Feedback.
6. Distribute Assignment Sheet 2.01 - Communication Process to students to complete in class or to be taken home and brought in the next day.

Student Activities:

1. Complete Activities 1 and 2 as directed by your instructor.
2. Read Information Sheet 2.01 - Communication: A One-Way Process.

Student Activities continued:

3. Discuss and ask questions about Information Sheet 2.01 - Communication: A Two-Way Process and view Transparency Master 2.01 - Two-Way Conversation.
4. Read Information Sheet 2.02 - Communication Process.
5. Discuss and ask questions about Information Sheet 2.02 - Communication Process and view Transparency Master 2.02 - Feedback.
6. Complete Assignment Sheet 2.01 - Communication Process.

Optional Activities: Bring guest speaker in to talk about communication as a two-way process.

COMMUNICATIONS

TEACHER INFORMATION SHEET #2.01

Communication: A One-Way Process and A Two-way Process

Purpose: Exercise in listening and following directions.

Compare the efficiency of one-way vs. two-way communication.

DIRECTIONS:

1. Call on a student to come to the front of the class.
2. Provide the student with Activity 1 and 2 and instruct him or her to carry out the instructions.
3. Specific instructions to class before beginning.

Explain to students that they will attempt to draw a figure from the directions given by the student in front of the class.

A. Activity #1

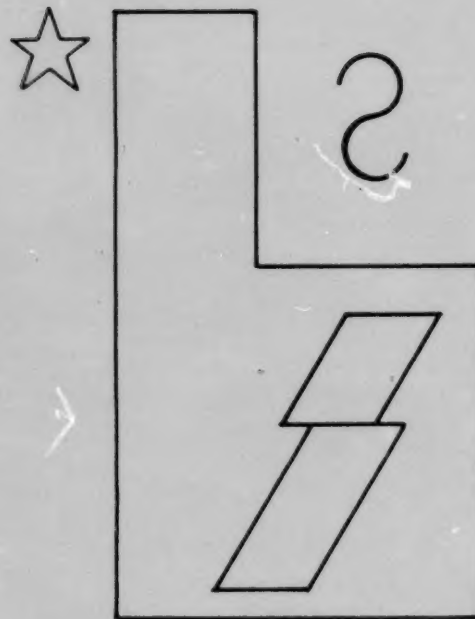
Explain that students may not ask questions or even make a sound. They are simply to do the best they can.

B. Activity #2

Explain that students may ask questions; but all communications must be oral.

ACTIVITY #1

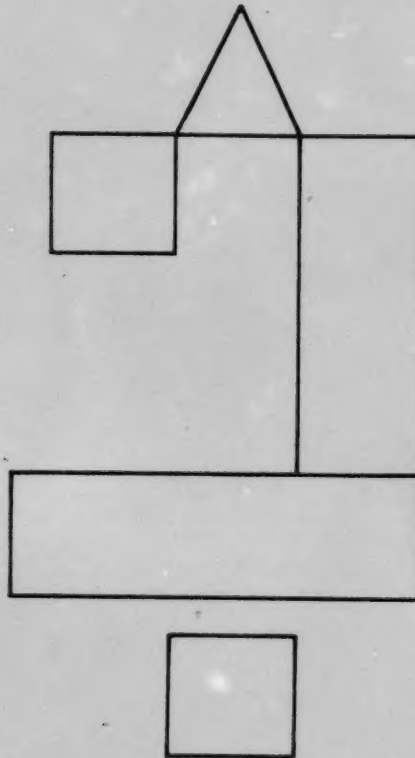
ONE-WAY COMMUNICATION



STUDENT DIRECTIONS: With your back to the class, orally instruct your classmates as to how to draw the figure above. Students should not ask questions and you will not see them until you are finished. You may stop when you feel your directions were adequate enough that everyone could have drawn the figure.

ACTIVITY #2

TWO-WAY COMMUNICATION



STUDENT DIRECTIONS: Facing the class, orally instruct your classmates as to how to draw the figure above. Students may ask questions and all answers must be oral. You may stop when you feel your directions were adequate enough that everyone could have drawn the figure.

COMMUNICATIONS

INFORMATION SHEET #2.01

Communication--A Two-Way Process

Morale is the state of mind that reflects a person's attitude toward her or his place of work, job and fellow employees. One of the best ways to create good morale is through creating a feeling of importance--feeling that what you have to offer an employee might be of benefit to your place of business. One of the best ways to create this feeling is to establish a line of communication between management and employees.

Even though all the policies of the business must be followed by the employees, the personnel policies will most affect the worker as an individual. Management is coming to realize that it must give as much attention to its employees as it does to the welfare of its customers. A business will never reach its maximum without contented, productive employees. If management will cooperate with employees in making them aware of policy changes, there can be:

more production
better efficiency
less waste
fewer grievances.

Management sees that employee participation should be used in order to have job satisfaction and good employee morale. This belief is shown in this way:

employee involvement = job satisfaction = more productivity

Human relations refers to the interaction of people. Employers must establish good human relations if they want their policies to be effective. Management is concerned with their employees' interests, needs and desires.

Some rules for management to follow in building a good working relationship are:

1. Plan fair policies and use them without discrimination.
2. Give credit to workers for a good job--assume the blame for your mistakes.
3. Give praise in public--criticize in private.

4. Evaluate employees impartially.
5. Let employees take part in planning.
6. Maintain a two-way line of communication.
7. Show respect.

We are not talking about a one-way street. Good human relations and good communications is a two-way street. Employees must play their roles in making the policies of the business work. Their role in good human relations includes:

1. Be sold on the objective of the business.
2. Loyalty to the store.
3. Follow your duties and responsibilities.
4. Recognize management as individuals.
5. Use criticism constructively.
6. Contribute new ideas.

COMMUNICATIONS

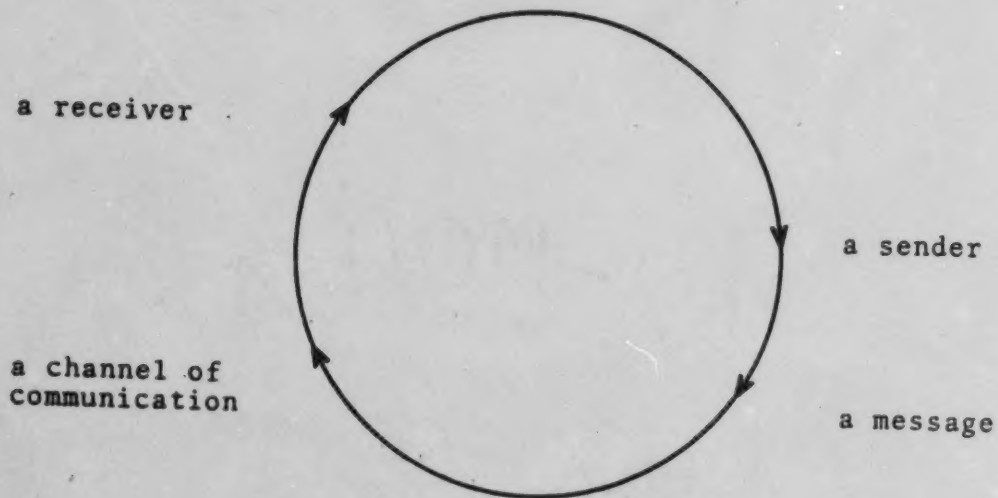
INFORMATION SHEET #2.02

Communication Process

Communication is one of the best ways to create good relationships between management and employees. *Communication* is the process of transferring ideas from one person to another. This communication must be a two-way process between the *sender* and the *receiver* of the idea. There must be action and reaction to communications. Any act of communication is a partnership--one person sends a message and another receives it. You may make a statement, but if your listener has not received the message, communication has not taken place. The communication process consists of these factors:

1. a sender
2. a message
3. a channel by which the message is carried
4. a receiver

The communication process should be continuous. The lines of communication should always be left open. Communication should be like a circle--always continuing.



An important part of communication is feedback. *Feedback* allows receivers of messages to express their views and ideas. Feedback would come between the receiver and the sender on the communication circle. The sender of a message should be as receptive to the receiver's ideas as he or she expects the receiver to be of her or his. Management must listen (a very important part of communication) to the employees. So often, people think of communication only as giving of information. There must be a receiver!

Another misunderstanding in communication between employer-employee is that the employer always gives the information. Employers must listen to the employees. Today, perhaps more than ever, they have something to say. The employee needs only to remember there is a correct time, a correct place and a correct path for this line of communication to the manager that must be followed.

COMMUNICATIONS

ASSIGNMENT SHEET #2.01

Communication Process

Complete the following statements.

1. _____ is the process of transferring ideas from one person to another.
2. _____ allows the receiver of a message to express his or her ideas and views.
3. Communication should be a two-way process between the _____ and the _____ of a message.
4. A very important part of communication is _____.
5. The communication process consists of:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
6. When feedback is added to the communication circle, it would come between the _____ and the _____.
7. Two misunderstandings about communication are:
 - a. _____
 - b. _____

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #2.01

Communication Process

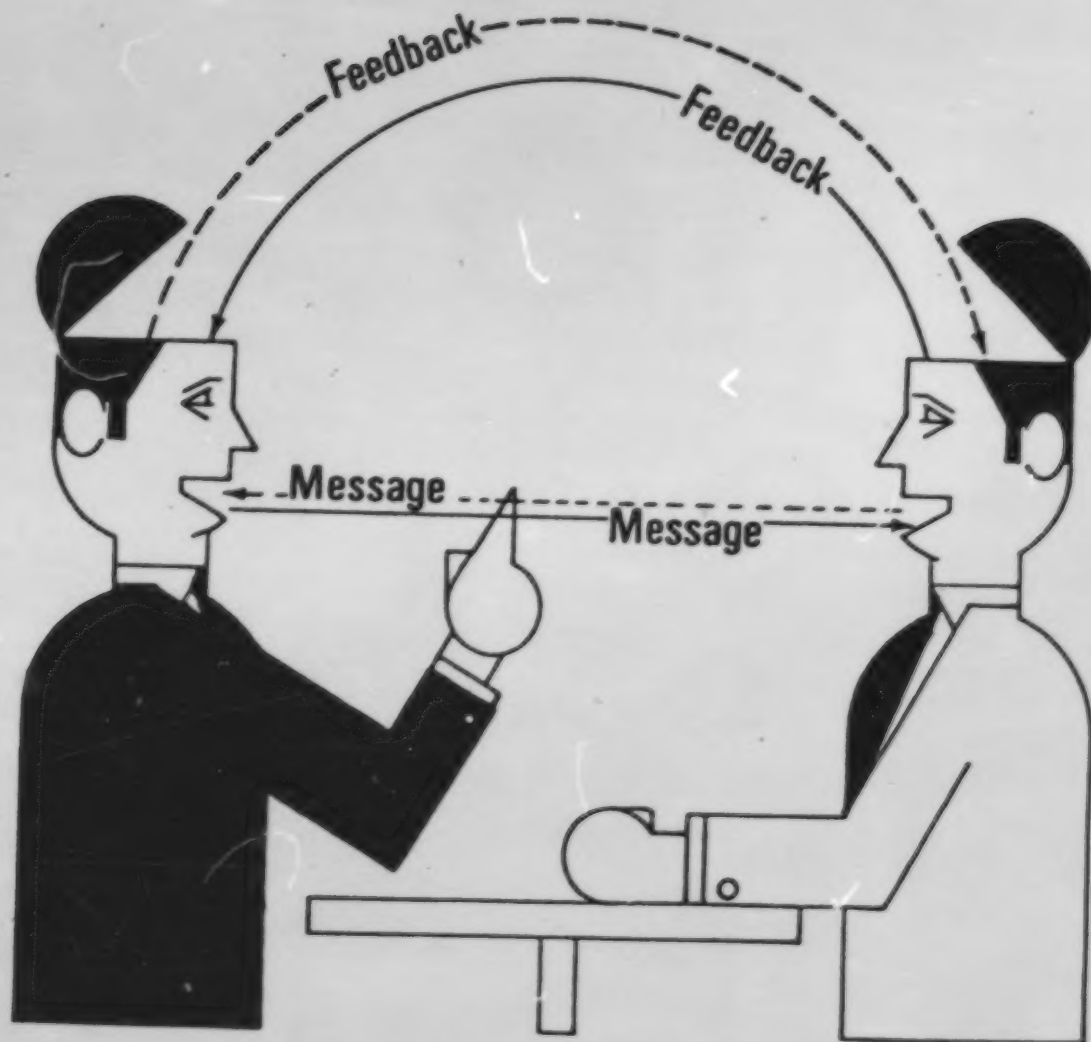
1. communication
2. feedback
3. sender, receiver
4. listening
5.
 - a. sender
 - b. message
 - c. channel of communication
 - d. receiver
6. receiver, sender
7.
 - a. Some people think of communication only as giving information.
 - b. Some people feel that the employee does not give information.

Two-Way Conversation



Conversation Is Like A Ball game - -
It Must Be Tossed Back And Forth

Feedback



COMMUNICATIONS

LESSON PLAN #3

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 5.03 Identify reasons why communications often become misinterpreted.

Resources:

1. Information Sheet 3.01 - Effective Communications
2. Assignment Sheet 3.01 - Interpreting Communications
3. Assignment Sheet 3.02 - Communication Analysis
4. Assignment Sheet 3.03 - Word Interpretation
5. Transparency Master 3.01 - Communicating

Teacher Activities:

1. Distribute Information Sheet 3.01 - Effective Communications to students for them to read in class.
2. Discuss and answer questions about Information Sheet 3.01 and show Transparency Master 3.01 - Communicating.
3. After discussion is completed, divide class into groups of three or four.
4. Distribute Assignment Sheet 3.01 - Interpreting Communications.
5. Check Assignment Sheet 3.01.
6. Distribute Assignment Sheet 3.02 - Communication Analysis.
7. Check Assignment Sheet 3.02.
8. Distribute Assignment Sheet 3.03 - Word Interpretation.
9. Check Assignment Sheet 3.03.

Student Activities:

1. Read Information Sheet 3.01 - Effective Communications.
2. Discuss and ask questions about Information Sheet 3.01 and view Transparency Master 3.01 - Communicating.
3. Divide into groups of three or four.

Student Activities continued:

4. Complete Assignment Sheet 3.01 - Interpreting Communications.
5. Complete Assignment Sheet 3.02 - Communication Analysis.
6. Complete Assignment Sheet 3.03 - Word Interpretation.

Optional Activities: Singer Education Division, *Job Survival Skills*, Unit 5.

COMMUNICATIONS

INFORMATION SHEET #3.01

Effective Communications

It is not always easy to communicate exactly what we mean. Even in the most skillfully constructed communications, misinterpretation can develop.

To make communications effective, the message must be *delivered*. For instance, Mr. Johnson wants to place an order for auto parts and he has carefully and correctly written this order to phone it to the warehouse. If he dials the warehouse number accurately, he can place his order promptly. If the warehouse answers, Mr. Johnson can also place his order promptly. The carefully and correctly written order still depends upon an accurately dialed number and a prompt answer by the warehouse.

The message *receiving attention* is another important factor in communications. If Mr. Johnson successfully places his order, it may still not be filled unless the order receives attention. It could be sent to the wrong department, placed in the wrong basket, or lost in the files. If this occurs, Mr. Johnson's careful, correct efforts were of no consequence.

Next, the message must be *interpreted*. The receiver of a message interprets it in terms of his or her own experience. Mr. Johnson may have asked for one dozen PF-20 oil filters; however, the order taker, thinking the warehouse only stocked that type, failed to write in PF-20 on the order. When the order is filled, Mr. Johnson may receive PF-30 oil filters or receive none at all since the number is not indicated.

Finally, the message must be *accepted and acted upon*. If Mr. Johnson's order is sent to the appropriate department but the stock clerk is out sick, then the order may not be filled. Even if the stock clerk is not out sick, the order may not be filled for various other reasons.

COMMUNICATIONS

ASSIGNMENT SHEET #3.01

Interpreting Communications

Directions: Each statement below can be interpreted in more than one way. Below the statement, write two (2) interpretations of that statement.

1. Meet me at 9 tomorrow.
 - a.
 - b.
2. Sam passed the exam.
 - a.
 - b.
3. Place the order.
 - a.
 - b.
4. We will hold the meeting every other Tuesday.
 - a.
 - b.
5. In the game between St. Louis and Chicago, the score was 6-4.
 - a.
 - b.

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #3.01

Interpreting Communications

Possible Answers:

1. a. Meet me at 9 in the evening.
b. Meet me at 9 in the morning.
2. a. Sam passed the exam with a low grade.
b. Sam passed the exam with a high grade.
3. a. Place the order now.
b. Wait and place the order later.
4. a. We will hold the meeting on the 1st and 3rd Tuesdays.
b. We will hold the meeting on the 2nd and 4th Tuesdays.
5. a. St. Louis scored 6; Chicago scored 4.
b. St. Louis scored 4; Chicago scored 6.

COMMUNICATIONS

ASSIGNMENT SHEET #3.02

Communication Analysis

Directions: Although the statements below are well constructed, some of them can be misinterpreted. Circle the number to the left of each sentence which cannot be misinterpreted.

1. The majority of the class came to the picnic.
2. Sixty percent of the animals had the disease.
3. By Friday noon, we will finish the roof.
4. We will fill your order sometime soon.
5. We made a sizeable profit from the bake sale.
6. Twenty-two percent profit was made on the tire sale.
7. Mary bakes a good cake.
8. Sara's biscuits were light and flaky.
9. A leading student will present the plaque to the Mayor.
10. Laura, the top student in a class of ninety, will speak at commencement.

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #3.02

Communication Analysis

Answers:

Sentences 2, 3, 6, 8 and 10 should be circled.

COMMUNICATIONS

ASSIGNMENT SHEET #3.03

Word Interpretation

The word "bug" would be likely to have different meanings if heard:

1. in an FBI office.
2. in a hobby shop.
3. in a pest control center.
4. in a mechanic's garage.
5. in a doctor's office.

Explain the interpretations the word "bug" would have in each case.

- 1.
- 2.
- 3.
- 4.
- 5.

COMMUNICATIONS

KEY TO ASSIGNMENT SHEET #3.03

Word Interpretation

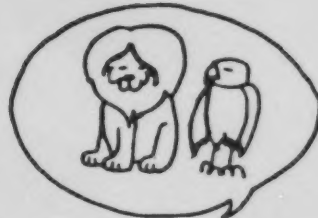
POSSIBLE ANSWERS:

1. A microphone for detecting conversation is called a bug.
2. A person with great interest in a particular hobby is said to be a bug about it.
3. An insect is called a bug.
4. A mechanical defect is known as a bug.
5. A disease germ such as the flu is referred to as a bug.

Communicating



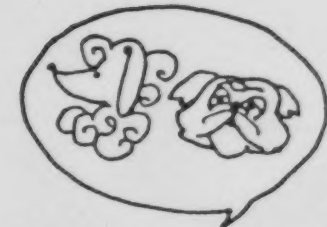
"I HAVE A PET AT HOME"



"OH, WHAT KIND OF A PET?"



"IT IS A DOG"



"WHAT KIND OF A DOG?"



"IT IS A ST. BERNARD"



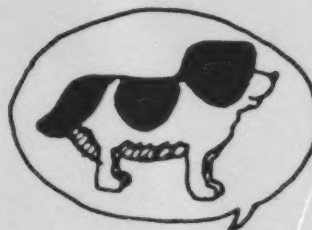
"GROWN UP OR A PUPPY?"



"IT IS FULL GROWN"



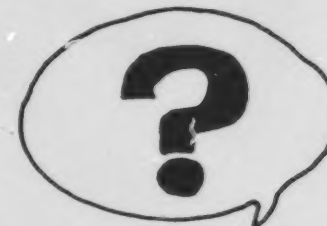
"WHAT COLOR IS IT?"



"IT IS BROWN AND WHITE"



"WHY DIDN'T YOU SAY YOU
HAD A FULL GROWN BROWN
AND WHITE ST. BERNARD AS
A PET IN THE FIRST PLACE?"



"WHY DOESN'T ANYBODY UNDERSTAND ME ?"

COMMUNICATIONS

LESSON PLAN #4

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 5.04 List the channels for making suggestions to the management.
- 5.05 Recite different approaches in delegating authority so that everything is completely clear.

Resources:

- 1. Information Sheet 4.01 - Assigning Duties and Delegating Authority
- 2. Assignment Sheet 4.01 - Communications
- 3. Assignment Sheet 4.02 - Communications
- 4. Assignment Sheet 4.03 - Assigning Duties and Delegating Authority

Teacher Activities:

- 1. Distribute Assignment Sheet 4.01 - Communications to the students.
- 2. After students have completed Assignment Sheet 4.01, go over the assignment.
- 3. Distribute Information Sheet 4.01 - Assigning Duties and Delegating Authority to the students for them to read in class.
- 4. Discuss and answer questions the students might have about Information Sheet 4.01.
- 5. Distribute Assignment Sheet 4.02 - Communications to the students.
- 6. Collect Assignment Sheet 4.02 from students.
- 7. After discussion is completed, distribute Assignment Sheet 4.03 - Assigning Duties and Delegating Authority to students to complete in class or to be taken home and brought in the next day.

Student Activities:

1. Complete Assignment Sheet 4.01 - Communications.
2. Read Information Sheet 4.01 - Assigning Duties and Delegating Authority.
3. Discuss and ask questions about Information Sheet 4.01.
4. Complete Assignment Sheet 4.02 - Communications.
5. Complete Assignment Sheet 4.03 - Assigning Duties and Delegating Authority.

Optional Activities: Hallie C. Jimerson, Kenneth L. Rowe,
Communication in Marketing, (St. Louis:
Gregg Division/McGraw-Hill Book Co., 1971)
pages 1-14.

COMMUNICATIONS

INFORMATION SHEET #4.01

Assigning Duties and Delegating Authority

The process of assigning duties and delegating authority is an important aspect of business success. There are many different approaches which can be used to assign duties and delegate authority. The two main approaches are the *written approach* and the *oral approach*.

Written Approaches

The *bulletin board* is one of the simplest approaches. Notices of work assignments, who is to be in charge, and where the work is to be done is posted on the board, usually next to the time clock. When you check in, you will see the board and initial it so everyone knows that you saw the information.

Another type of written approach is the *job description* assignment in which the management writes up individual job sheets telling you exactly what your job is, to whom you are responsible and who is responsible to you.

A third type of written approach is the *memorandum* in which directives are sent out by the management to the persons concerned, telling them of their duties and letting them know who is in charge of the activity to which they are assigned.

A fourth type of written approach is the *Personnel Policies Handbook*. This is a complete written description of all the jobs of the organization and of all the policies that involve the personnel of the organization. There are two types of policy handbooks. One is of a general type, covering all employees, and the other is a specific type: for example, concerning a departmental policy. Some policies for assigning duties and delegating authority are meant to be just guides while others are intended to be definite rules without exceptions.

A fifth type of written approach is the *organizational chart* which gives a graphic picture of the work and indicates the flow of authority. It shows the general duties in which the personnel are assigned.

Oral Approaches

The *oral* job assignment is the simplest type of oral approach in assigning duties and delegating authority. It also has the potential of creating confusion because more than one person may be telling the employee what to do. A good organizational chart could help eliminate this problem. This type of approach is the one that is most frequently used by all businesses and organizations. It is the easiest of all the approaches to use. For example, you see something that has to be done and you tell the employee what you want done. The only trouble is that someone else might come by and tell the person to do something else. Then what does the employee do? This is one of the reasons this approach, unless used with an organizational chart, might be ineffective.

The second type of oral approach is the general *staff meeting*. These meetings can give out information on what duties will be assigned and delegate the authority. This is the best type of oral approach for it lets all the employees know at the same time who is assigned what jobs and who is responsible.

COMMUNICATIONS

ASSIGNMENT SHEET #4.01

Communications

Directions: The following are ways in which employees can communicate to management. Circle the numbers of those which would be effective in communicating changes to management.

1. Suggestion box
2. Store meetings
3. Write a letter
4. Have an employee who is popular make the suggestion
5. Go golfing with the manager
6. Talk to the manager at a party
7. Talk to manager during your break
8. Verbally hint around
9. Talk to the assistant manager
10. Talk to the district manager
11. Write a memo and talk to the manager
12. Talk to manager's husband or wife

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #4.01

Communications

Answers:

1, 2, 3, 7, 9, 10 and 11 should be circled.

COMMUNICATIONS

ASSIGNMENT SHEET #4.02

Communications

Directions: After reading the following case problem, prepare a recommendation for a change in procedure and state the reasons and/or benefits for the change.

Mr. and Mrs. Bovinett own the "Quad Shop," located in Cleartown, a city of 50,000 population. The store has an excellent location in the center of the downtown business district. Cleartown is 40 miles via interstate highway from a city of two million and is beginning to feel the effect of an increasing number of new homes being built in the trade area. Cleartown is a college town and industrial city.

The "Quad Shop" sales were down 8% last year even though the retail sales community increased 20%. Naturally the Bovinett's are concerned about the drop in sales and wish to improve their sales to keep up with the rise in retail sales of the community.

The "Quad Shop" sells dresses, suits, coats and sportswear. Because other stores sell blouses, shoes and accessories, they have never handled these items. Their merchandise includes all price lines, since the income of the community ranges from the lower-middle to the upper-middle class income groups. The Bovinett's feel it is important to carry merchandise in a wide range of prices because their sales records show about equal unit volume for all price lines.

The store's employees, two full-time and three part-time saleswomen, have been reporting to the Bovinett's that on an increasing basis they have been saying to customers, "I'm sorry, we don't have this style in that price range," or "I'm sorry, we don't have your size in that style."

Place your answer to this situation below.

COMMUNICATIONS

ASSIGNMENT SHEET #4.03

Assigning Duties and Delegating Authority

Case Problems:

- A. You are a manager of a restaurant and have to be out of town for a few days. You want one of the assistant managers to take over while you are gone. You want to inform the employees of this situation. Also, you want the back room painted and want Hank to be in charge, but he is on vacation this week. How would you inform the personnel of who is in charge and what duties they are to do while you are gone?
1. How would you inform the personnel of who will be in charge?
 2. How will Hank be informed?
 3. Explain why you would use these approaches.
- B. You are the General Manager of a group of department managers. You have noticed the sales of all the departments going down in the past few weeks. Also, you have noticed the employees have been lax in their dress. You are considering how to correct the situation.
4. How would you inform your department managers of the problem?
 5. How would you inform the employees on their dress?

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #4.03

Assigning Duties and Delegating Authority

POSSIBLE ANSWERS:

All situations vary depending upon the conditions of the organization and the personnel.

1. Staff meeting and bulletin board.
2. Memorandum left for Hank.
3. Make sure everyone knows (question 1) and the memo gives Hank the authority (question 2).
4. Memorandum or a staff meeting.
5. Bulletin board, memorandum if to certain persons, oral.

COMMUNICATIONS

LESSON PLAN #5

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

5.06 Scan given materials for the main ideas.

Resources:

1. Information Sheet 5.01 - Reading for Meaning
2. Assignment Sheet 5.01 - Scanning for Information

Teacher Activities:

1. Distribute Information Sheet 5.01 - Reading for Meaning to the students for them to read in class.
2. Discuss and answer questions the students might have about Information Sheet 5.01.
3. After discussion is completed, distribute Assignment Sheet 5.01 - Scanning for Information to students to complete in class or to be taken home and brought in the next day.

Student Activities:

1. Read Information Sheet 5.01 - Reading for Meaning.
2. Discuss and ask questions about Information Sheet 5.01.
3. Complete Assignment Sheet 5.01 - Scanning for Information.

Optional Activities: *Communication in Marketing (OMPM)*, pages 45-46.

COMMUNICATIONS

INFORMATION SHEET #5.01

Reading for Meaning

Tom Mason listened to his classmates introduce themselves. It was his first time in a classroom since he had graduated from high school a year before, and he was surprised to see how many business people had enrolled in the evening reading-improvement course.

"Sure, I know how to read," said a salesclerk from the local department store, "but I want to know how to read faster, how to spot the important points. We get in so much new merchandise, and I can't possibly learn the answers to all the questions the customers always ask unless I can zoom right through that pile of sales literature."

Melinda Oldham, an assistant supervisor in a bank, explained that she wanted to improve her reading ability so that she could do the studying necessary for a promotion. An insurance claims adjuster, Paul Mayor, said he wanted to increase his efficiency in reading reports, "so that I can be sure I don't miss a single detail, without having to spend the whole day reading reports."

Then it was Tom's turn. "I'm a receiving clerk in a warehouse," he said. "I handle hundreds of invoices a day. The faster I can read them, the faster I can get them processed, and that means our customers will get their orders sooner." And, he added to himself, that assistant manager's job is opening up soon. Like everyone else in the class, Tom was there because he knew that improved skill in reading would mean improved skill on the job--and very possibly an improved chance for a promotion or a raise.

In business, reading is one of the skills that leads the employee to a better job. Business reading takes many forms. Letters, reports, surveys, invoices, memorandums, trade magazines and newspapers: these are just a few of the kinds of materials that must be read in order to keep a business running smoothly and efficiently. The more important the job a person holds, the more materials he or she must read.

Employees in a marketing organization do much reading that involves the customer. Department managers, for instance, read long, detailed reports of customer purchases to find out what merchandise items should be discontinued; company buyers read customer want slips as well as market news as an aid in deciding which products to stock; salespeople read product brochures and information sheets so that they can answer customer questions.

Some of those materials are read closely, others are skimmed over lightly. Readers have a different purpose for reading different materials. Sometimes they want to know the basic facts; frequently they want to locate specific information; at other times, they want to recall a high percentage of the material they are reading; and, at still other times, they read for pleasure.

The Secret to Faster Reading

There are a number of techniques that have been developed to increase reading speeds. The core of every one of these reading-improvement courses is practice. Practicing can be done at home as well as in the classroom. In fact, it can be done almost anywhere. All that is needed is the appropriate reading matter and a watch or clock.

Of course, it does not matter how quickly you read if you do not know the meaning of the words. Therefore, it is a good idea to supplement your reading practice with a vocabulary study. As you learn more and more words, you will find that more and more material will fall into the easy-to-read category.

Practice speed-reading techniques. The key to practicing successfully is to read at speeds that are a little faster than comfortable. Select a light book, and read it for 15 minute stretches at a speed that is slightly forced. Do not worry about understanding every word; that will come later. People who read this way will find that they gradually cover more and more material in that 15 minutes. Then, by slowing down the reading speed just slightly, they can get the full meaning of all they are reading, and still be reading faster than ever before.

Surprisingly, when we read quickly we often comprehend more than when we read slowly. The reason for this is that fast reading requires readers to shut out distractions and improve their concentration.

Just as there are road signs that help drivers to anticipate decisions by giving them information, there are signs that help readers to identify information they are seeking. These signs are found in the way the material is organized.

Well-written letters and articles usually follow similar patterns. The opening paragraph or section introduces the subject and suggests what is going to be said about it. Transition paragraphs, usually very short in length, indicate a switch from one topic to the next (in articles and books, subheads and various methods of spacing the material on the page introduce each new topic). Final paragraphs are usually summaries.

Key phrases can also be helpful. The eye can be trained to catch such phrases as "for example," "in conclusion," "by comparison" and "by contrast," for each phrase is a concise introduction to the material immediately following it.

Build your vocabulary. A good vocabulary is another important aid to speed in reading. No matter how fast you train yourself to read, such reading is wasted unless the words make sense. Conversely, the quicker you can recognize words, the more rapidly you can read them.

One efficient approach to increasing your vocabulary is to consult the dictionary when you read or hear words whose meaning you do not know. Since it breaks your concentration to stop and look up every unfamiliar word, it may be better to underline such words or keep a list of them and look them up when you reach the end of the article or the chapter you are reading. A list has the added advantage of giving you a permanent record of your "new" words. Practice the words you find. Use them frequently until they become a part of your working vocabulary.

Many times the reader, or listener, learns the meaning of a word by its use in the sentence. But remember, only by using the word can you make it your word. Use the word in practice sentences until you feel at ease with it and no longer consider it new.

Develop a curiosity about words. When you hear or read a word you do not know, write it on a card and learn other words in its "family." For example, "consultation" is a noun related in meaning to "consult"--to ask advice or opinion. "Counsel" is a noun meaning advice; "council" is a group of people who give advice; a "counselor" is an advisor. Other related words are "consultant" and "consultor"--both are nouns that refer to people.

Since words are tools for self-expression, the more words you command, the easier you will find it to express your own ideas and to understand those you read.

How to Skim and Scan

Two of the techniques of reading involve reading very rapidly, so rapidly, that some of the material is deliberately skipped, and then slowing down to read certain sections very carefully. These techniques are skimming and scanning.

The important part of both techniques is knowing when to stop and read carefully. There are guides that suggest where it may be safe to read very rapidly and where it may be necessary to read carefully. These guides differ according to whether the reader wants to skim or to scan.

Skimming for ideas. Skimming, remember, is letting the eyes travel rapidly over the page, stopping to read carefully only when a major point is mentioned. Faced with a stack of product literature about new merchandise that has come in, a salesperson may decide to skim through it, picking up the major facts about each item, in as little time as possible.

The way the material is organized and the general structure of the ordinary paragraph both offer clues to the trained reader. Both suggest where the reader should concentrate and where he or she may be able to skip.

Organization. The basic kinds of material the marketer is apt to read have definite forms of organization or format. The newspaper article is organized one way, the magazine article another way, and the book still a third way, but each usually follows a definite form.

Most newspaper articles put a summary of the story in the first paragraph, telling who did what and where and when it happened. Following paragraphs give details of secondary importance, with the details in each succeeding paragraph less important. This is done because newspaper editors simply chop off the bottom of a story when it is too long for the available space. A reader can skim most newspaper stories, therefore, by reading in depth only the first two or three paragraphs and then just glancing over the rest.

The magazine article also introduces its main subject in its opening section, but not necessarily in the opening paragraph. Unlike the news story, it may use a narrative opening or a descriptive opening to catch the reader's attention and then gradually introduce the subject of the article. The end of the article is also important, for the closing paragraphs frequently summarize the material in the article and state the conclusions based on the facts in the article. The pattern that could be followed in skimming an article, therefore, would be to read the first half dozen paragraphs and then skip to the end and read the last half dozen paragraphs.

Books have a specific form of organization, as outlined by their tables of contents. Even memorandums and reports have a specific form of organization. In many businesses, printed forms are supplied for the preparation of memos and reports, and these forms require writers to organize their ideas so the reader can quickly grasp them.

Memorandums and reports save the reader's time because the niceties of the traditional business letter have been eliminated. For example, there is no salutation, and there normally is no introductory paragraph that directs the reader's interest to the purpose of the communication. Instead the opening paragraph plunges right into the subject. Therefore, it is extremely easy to skim an inter-office memo for needed information. This information is not hidden in a second or third paragraph.

The paragraph Even paragraphs have a pattern of organization, and in some kinds of writing, this organization can make skimming easier. Often the kind of technical reading that the marketer must do involves long paragraphs, and the length of the paragraph

itself can be a stumbling block to fast skimming. However, the reader who is skimming wants only the main idea of the paragraph, and that is usually stated in a single sentence, the *topic sentence*.

The topic sentence is most often near the beginning of the paragraph and next often near the end of the paragraph. In other words, the writer either states his or her theme and then discusses it, or else builds up discussion point by point to the statement of the theme. Often the writer varies his or her method, in order to avoid monotony for the reader.

To skim a long paragraph, then, the reader looks first at the opening of the paragraph. If the topic sentence is not there, skip down to the last few lines. If it is there, move on to the next paragraph. There are paragraphs, however, that contain no topic sentence. The author simply gives information and leaves the conclusion to the reader. In such cases, the reader has to skim rapidly through the paragraph to see whether the information it contains is important.

Scanning for information. Scanning is letting the eyes travel quickly over the page in search of specific information. It is a research method, for it is used to locate particular information about a particular subject.

The trick in efficient scanning is to identify and keep clearly in mind the words, phrases, or marks that might signal something about the subject of interest to the reader. The customer service manager in a store who suspects that a recent shipment of hosiery may have had serious flaws might scan a stack of customer complaints, looking for the words "hosiery" or "stockings." So he or she can prepare the route schedules for the drivers, the dispatcher in a wholesale grocery business will scan the addresses to the retail grocers to whom deliveries are to be made, looking for several grocers on the same road or in the same area.

COMMUNICATIONS

ASSIGNMENT SHEET #5.01

Scanning for Information

Scan the following paragraph to find out which is more resistant to abrasion, nylon or fiber glass. (Look for the words "resistant" and "abrasion.")

★ ★ ★ ★ ★

Next to fiber glass, nylon is the strongest of all textile fibers, although one of the lightest. Its strength will not deteriorate with age. These advantages make nylon desirable for sheer hosiery, curtains, blouses, and dress fabrics . . . Nylon has the highest resistance to abrasion of any fiber. It can take a tremendous amount of rubbing, scraping, bending and twisting without breaking down. Spun nylon yarn has even a higher abrasion resistance than filament nylon, which makes it desirable for socks and upholstery.¹

¹M. David Potter and Bernard P. Corbman, *Textiles: Fiber to Fabric*, Gregg Division/McGraw-Hill Book Company, New York, 1959.

Scan the following paragraph to find out which seasons are best for apparel made of nylon. (Look for the words "warm," "cool," "winter," "summer.")

Nylon fabrics may or may not conduct heat well. The warmth or coolness of a nylon garment depends on the weave of the fabric and on the type of yarn used . . . If nylon fabric is woven compactly, it will not be porous. The tight construction will not permit air to circulate through the fabric . . . and the wearer will feel very warm . . . On the other hand, these fine nylon filament yarns may be woven into extremely thin, lightweight, sheer fabrics. These materials are very porous and permit the circulation of air. Consequently, they are cool and can be used for summer blouses and curtains.²

²Ibid

COMMUNICATIONS

LESSON PLAN #6

Time for lesson: 110 minutes (2 periods)

Objective: After completion of this lesson, students will be able to:

5.07 Spell commonly used words in distribution.

Resource: Assignment Sheet 6.01 - Spelling Test Answer Sheet

Teacher Activities:

1. Distribute Assignment Sheet 6.01 - Spelling Test Answer Sheet. (Words must be printed.)
2. Explain to students the importance of spelling words correctly:
 - a. on job applications
 - b. resumes
 - c. research manuals.
3. Give spelling test orally, repeat each word twice, give a brief explanation only when asked to do so or if there is doubt in your mind about students' interpretation.
4. After completing test, ask students if they need to go back to any particular number and repeat word.
5. Collect all papers and give them back to students (other than their own) for grading.
6. Ask for volunteers to correctly spell each word and have students mark incorrect words.
7. Have students mark the number of incorrect words at the top of paper.
8. Ask students to call out the least number wrong, etc. so that students are aware of the strength or weakness of the group.
9. Return paper to respective owners for analysis and evaluation.

10. Have each student write the misspelled words ten times each and take home for study.
11. Repeat test in one week and explain to students that they must spell all words correctly for credit.

Student Activities:

1. Take spelling test.
2. Check tests.
3. Study misspelled words.
4. Take test again.

COMMUNICATIONS

ASSIGNMENT SHEET #6.01

Spelling Test Answer Sheet

- | | |
|-----|-----|
| 1. | 26. |
| 2. | 27. |
| 3. | 28. |
| 4. | 29. |
| 5. | 30. |
| 6. | 31. |
| 7. | 32. |
| 8. | 33. |
| 9. | 34. |
| 10. | 35. |
| 11. | 36. |
| 12. | 37. |
| 13. | 38. |
| 14. | 39. |
| 15. | 40. |
| 16. | 41. |
| 17. | 42. |
| 18. | 43. |
| 19. | 44. |
| 20. | 45. |
| 21. | 46. |
| 22. | 47. |
| 23. | 48. |
| 24. | 49. |
| 25. | 50. |

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #6.01

Spelling Test

- | | |
|------------------|---------------------|
| 1. guarantee | 26. application |
| 2. participating | 27. references |
| 3. parliamentary | 28. miscellaneous |
| 4. curriculum | 29. management |
| 5. occupational | 30. merchandising |
| 6. amateur | 31. marketing |
| 7. finance | 32. proprietor |
| 8. compensation | 33. budget |
| 9. franchise | 34. specifications |
| 10. competition | 35. executive |
| 11. consumers | 36. demonstrate |
| 12. career | 37. maturity |
| 13. warranty | 38. personal |
| 14. business | 39. characteristics |
| 15. distribution | 40. inventory |
| 16. cooperative | 41. requisition |
| 17. vocational | 42. responsible |
| 18. personnel | 43. illegal |
| 19. temporary | 44. possession |
| 20. advertising | 45. bookkeeper |
| 21. coordinator | 46. apprentice |
| 22. analysis | 47. enterprise |
| 23. conference | 48. communication |
| 24. principal | 49. resume |
| 25. value | 50. capital |

COMMUNICATIONS

LESSON PLAN #7

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 5.08 List the reasons it is important to use correct enunciation and pronunciation in speaking.

Resources:

1. Information Sheet 7.01 - Enunciation
2. Information Sheet 7.02 - Pronunciation
3. Assignment Sheet 7.01 - Communications
4. Assignment Sheet 7.02 - Tongue Twisters

Teacher Activities:

1. Distribute Information Sheet 7.01 - Enunciation to the students for them to read in class.
2. Discuss and answer questions the students might have about Information Sheet 7.01.
3. After discussion is completed, distribute Assignment Sheet 7.01 - Communications to the students to complete in class.
4. After students have completed Assignment Sheet 7.01, go over the assignment in class.
5. Distribute Information Sheet 7.02 - Pronunciation to the students for them to read in class.
6. Discuss and answer questions the students might have about Information Sheet 7.02.
7. After discussion is completed, distribute Assignment Sheet 7.02 - Tongue Twisters to the students.
8. Ask for volunteers to say the tongue twisters in front of class.

Student Activities:

1. Read Information Sheet 7.01 - Enunciation.
2. Discuss and ask questions about Information Sheet 7.01.
3. Complete Assignment Sheet 7.01 - Communications.

Student Activities continued:

4. Read Information Sheet 7.02 - Pronunciation.
5. Discuss and ask questions about Information Sheet 7.02.
6. Read Assignment Sheet 7.02 - Tongue Twisters.
7. Volunteer to do tongue twisters on Assignment Sheet 7.02.

Optional Activities: June Huckabee, *Communication in Distribution*, (Austin, TX, Instructional Materials Laboratory, University of Texas, 1968), pages 66-129.

COMMUNICATIONS

INFORMATION SHEET #7.01

Enunciation

Have you ever missed an important meeting, activity, or rehearsal because the announcer on your school's public address system ran words together? Or have you ever sat through an assembly speech numbly waiting for it to end because the speaker mumbled? If you have, you know from experience how important it is to enunciate clearly, to sound words distinctly.

Listen to yourself. Do you run your words together, leaving out some of the sounds? When talking with your friends, do you sound like this?

Watchagonnado nextuesday?
Ohuhdunno--proibly jussidat home asuzhel.

If all your sentences sound this way, you are not only hard to understand, but you are probably making a poor impression on others. This is the sort of speech that is generally associated with nonstandard English; you certainly don't want to sound uneducated. Just take your time; separate your words, sound all the syllables, and you will be easily understood.

Do you mumble your words? It may be because you are keeping your lips partly closed and letting your tongue loaf on the floor of your mouth. Try using more energy when you talk. On the other hand, be careful not to put in unnecessary sounds--saying "sa-ud" for sad, "na-ow" for now, "fil-um" for film, "sa-ound" for sound, "cy-ow" for cow, "ti-ip" for tip, "ca-ounty" for county, and "warsh" for wash.

Perhaps the hardest of the common faults to cure is giving vowels and consonants the wrong sounds. People who have this fault are seldom aware of it. The wrong sounds, picked up in childhood, through imitation usually, sound right to them. Even after the wrong sounds are pointed out, it is hard to change them because they have become such a habit. If you find that you say "git" instead of get, "dese" and "dose" instead of these and those, "budder" instead of butter, "chimley" instead of chimney, "liberry" instead of library, enlist your family and friends in the fight against the habit. Have them call your attention to any wrong sounds you make, and keep practicing the right ones until you can say them naturally.

Remember that clear enunciation does not mean overly precise enunciation. Just as annoying as people who mumble or jam together their words are those who give each vowel in every word a full sound, even when it is in an unstressed or slurred-over syllable. In their too-careful speech *typically*, for example, becomes four syllables--"typ-i-cal-ly"--instead of the usual three of standard English--"typ-ic-ly." For *Columbus* in which the o and the second u have the same neutral sound in standard speech, they say "Coal'um'bus." *Fortune* becomes "for'tune" instead of "for'chen." As a result, their speech sounds affected and unnatural, and makes as unwanted an impression as sloppy speech. Both extremes should be avoided.

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INFORMATION SHEET #7.02

Pronunciation

Listening is a tough job. No matter how interested you are in what is being said, your mind tends to wander every chance it gets unless you make an effort to keep it on the track. Any distraction, however small (the sound of a distant siren, someone entering late, a pencil dropping, someone peering in at the door) is often enough to take your thoughts away from the subject. That is one reason why mispronunciations are undesirable.

Suppose, for example, you are listening to a talk on a new product. The speaker has covered several rather difficult points clearly, and you have found it easy to follow his or her explanation. In starting on a new point, the speaker uses the word *genuine*, pronouncing it "gen-u-wine." The mispronunciation catches your attention and without your realizing it, your mind is diverted. You wonder why the speaker made the mistake. You remember that Aunt Betty, usually so correct and fussy, also puts "wine" in *genuine*. Aunt Betty reminds you of your trip West two years before. That gets you started on your new vacation plans. As you are settling those, the audience laughs, reminding you that you are supposed to be listening. Unfortunately the rest of the talk is meaningless. While your mind was roaming around the country, the speaker made several important points that you missed. And all because of a mispronounced word!

Another reason to avoid mispronunciations is that they, like spots on clothes, may cause a poor impression. People you want to think well of you may instead get the feeling that you are a careless or uninformed sort of person, in every way.

A third reason, one you probably know from experience, is to avoid embarrassment. There is usually one person in every crowd who finds great pleasure in calling attention to every mispronounced word he or she catches. Try not to give the person a chance to ridicule you. Learn how to pronounce words correctly.

When in doubt about a word, look it up in a dictionary. If you find that two pronunciations are given, either is acceptable. But remember that the dictionary pronunciation may not always be exactly the same as the one used in your community. Pronunciation varies in different sections of the country, as you know if you have visited relatives far away from your home. The dictionary shows the way the majority of educated people pronounce a word. It says, for example, that law is pronounced "lô." But if educated people in your section tack an r on law--so that the word sounds like "lawhr"--this pronunciation is the one for you

to use (unless you intend to become a radio or television announcer or a public speaker). Since regional variations of this kind are learned through imitation, they are natural and appropriate for people of the region.

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ASSIGNMENT SHEET #7.01

Communications

Directions: Translate in writing the correct statement from the words and phrases as they commonly sound.

1. Uh dunno wy ya din gimme some.
2. Wuryagoin?
3. Doncha ever unnerstan whucha read?
4. Whu timizut?
5. Winecha gidde ticket forda boxum match?
6. Dja wanna go widdem or widus?
7. Uh tole um uh din waneny.
8. Cher turn tucall, Margrut.
9. Wenzee cumin?
10. Wy dincha stoppim?

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #7.01

Communications

1. I don't know why you didn't give me some.
2. Where are you going?
3. Don't you ever understand what you read?
4. What time is it?
5. Why didn't you get a ticket for the boxing match?
6. Do you want to go with them or with us?
7. I told them I did not want any.
8. It is your turn to call, Margaret.
9. When is he coming?
10. Why didn't you stop him?

COMMUNICATIONS

ASSIGNMENT SHEET #7.02

Tongue Twisters

Directions: Read the following and try to read aloud when called on.

1. Rubber baby buggy bumpers.
2. Strict strong Stephen Stringer snared slickly six silly snakes.
3. Strange strategic statistics.
4. She sells seashells by the seashell shore.
5. Shy Sarah saw Swiss wrist watches.
6. The sixth Sheik's sixth sheep's dead.
7. Does this shop short socks with sports?
8. The twine to three tree twigs.
9. With which winsome witch were you whispering?
10. Well, when Will whiffed the wild wintry wind he whisked out his wicked whiskey.
11. At his willful whim the whip whizzed over the wheedlin', whining whelp.
12. Peter Piper picked a peck of pickled peppers.
13. I never felt felt feel like that felt felt.
14. What whim led Whitney White to whittle, whistle, whisper, and whimper near the wharf where a whale might wheel and whirl?
15. Thomas Tattertoot took taut twine to tie ten twigs to two tall trees.
16. Slippery sleds slide smoothly down the street.
17. A snifter of snuff is enough snuff for the snuff snifter.
18. She stood on the balcony, mimicking him hiccuping, and welcoming him in.
19. Fanny Finch fried five fish for Frances Fowler's father.
20. Six long slim slick slender slacks.

COMMUNICATIONS

LESSON PLAN #8

Time for Lesson: 110 minutes (2 periods)

Objectives: After completion of this lesson, students should be able to:

- 5.09 Pick out words that have the same meaning or mean the opposite so that they can emphasize certain words to get the point across.
- 5.10 Translate technical terms of products into customers' language.
- 5.11 Write a paragraph stressing the importance of the spoken word and its impact on supervisors.

Resources:

- 1. Information Sheet 8.01 - Written Communication
- 2. Information Sheet 8.02 - Executives Go Back To "Grammar" School
- 3. Information Sheet 8.03 - Why Write? An Outline of Things to Remember
- 4. Assignment Sheet 8.01 - Synonyms and Antonyms
- 5. Assignment Sheet 8.02 - A Vacation Change Request
- 6. Assignment Sheet 8.03 - Technical Terms

Teacher Activities:

- 1. Distribute Information Sheet 8.01 - Written Communication to students.
- 2. Administer Assignment Sheet 8.01 - Synonyms and Antonyms.
- 3. Distribute Information Sheet 8.02 - Executives Go Back To "Grammar" School and read along with class.
- 4. Have students complete Assignment Sheet 8.02 - A Vacation Change Request.
- 5. Distribute Information Sheet 8.03 - Why Write? An Outline of Things to Remember and tell students how to use the outline as a checklist for their materials.
- 6. Have students complete Assignment Sheet 8.03 - Technical Terms and turn in the following day.

Student Activities:

1. Read Information Sheets 8.01 - Written Communication, 8.02 - Executives Go Back To "Grammar" School and 8.03 - Why Write? An Outline of Things to Remember and ask questions on points which are not clear.
2. Complete Assignment Sheets 8.01 - Synonyms and Antonyms and 8.02 - A Vacation Change Request and be prepared to share your answers in class.
3. Complete Assignment Sheet 8.03 - Technical Terms by the start of class tomorrow.

Assignment: Complete Assignment Sheet 8.03 - Technical Terms by the start of class tomorrow.

Optional Activities: None

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INFORMATION SHEET #8.01

Written Communication

"We'll be landing in 20 minutes," Pat Wall told her twin sitting beside her. "You aren't half as excited about your new apartment as I am about mine," she chided.

Pam laughed. The two girls had leased separate apartments because Pam was to be married soon. "Why do you act as if this apartment is something special? You've had it decorated exactly like the one we were living in before."

"I know, but there is something special about it. Maybe it's Texas, or maybe it is because the people there are so friendly. . . ."

"I haven't noticed any special friendliness," Pam commented. "Listen to this letter from the property management company that handled my apartment. 'Dear Mrs. Wall'--now where did he get the idea that I'm married? 'Dear Mrs. Wall:

"'Thank you for your letter of January 17. In compliance with the terms outlined in your letter of January 1, your apartment has been leased, redecorated, and will be ready for occupancy when you arrive on January 25.

"'When you arrive in Dallas, our representative will meet you at the airport so you can sign the lease, complete other papers which need your signature, and receive the keys to your apartment.

"'Please do not hesitate to call on us any time we can be of further service to you.'

"Now what's so friendly about that?"

Then Pat unfolded a letter she had taken from her purse. "I wish you had asked Dunn and Radford to handle your apartment. Read the letter of confirmation they sent me."

"'Dear Miss Wall:

"'Your apartment is ready! Even a new welcome mat is in place. We are eager for you to see it.

"'Since we have been acting as your agents in the leasing and redecorating of the apartment, the lessor, Mr. Henderson, asked us to deliver the keys and the lease to you. You must be eager to move in, so I shall meet you at the airport on January 25. We can complete the necessary business while your luggage clears, and you can go to your new home immediately, if you wish.

"If your schedule permits, however, perhaps you would allow me to take you to lunch at the airport. That would give Dunn and Radford the opportunity to thank you for calling on us."

At Gate 7, Mark Haywood watched Flight 440 touch the runway. He fingered the key to apartment 615. He always felt a mixture of pleasure and pride, a sense of accomplishment, when he delivered the key and the lease to the new occupant of an apartment. This woman had made several requests, and her letters had asked rather than demanded. Mark liked that. "It's amazing how you can get to know a person through letters," he commented to Howard Abbott, his competitor, who also was waiting for a client to arrive on Flight 440.

"I don't trust any of them until I get the lease signed," Howard replied. "Business is business."

"So it is," Mark agreed, as the two men moved toward the gate for incoming passengers, "but you must admit that when business is a pleasure, business is at its best."

In their conversation, both Mark and Howard had expressed their attitudes about their jobs. Mark had suggested that when a business representative creates a pleasant working relationship with a client the quality of work is at its best. His letter to Pat had created such a relationship, by reflecting her point of view. Howard's comment had suggested that there is a sharp line between business and pleasure. His letter to Pam had reflected this attitude by showing little interest in her reactions.

Planning the Message

Although the purpose of the written communication is to transmit a message whose meaning is clear, the written communication may also reveal much about the writer's personality. Skillful writers, therefore, plan their communications so that they convey not only the ideas they want to express, but also the image they want to reveal to the reader. To accomplish this dual goal, writers follow a three-step plan.

1. Identify the purpose of the message.
2. List the ideas and facts that will accomplish the purpose.
3. Organize the information.

Identification of the purpose. The first step in planning a successful letter or memo is to identify the reason for writing it. What is the purpose of the message? The answer to this question becomes the central idea of the message. It usually can be written in a few words, or a fragment of a sentence, and serves as a very brief outline for the message.

In business, two forms are commonly used to transmit written communications: the formal letter and the memorandum. The *formal letter* is the written communication used to transact business or

communicate with strangers or acquaintances. The *memorandum* (*memo*) is a standardized form of written communication which is used to communicate with people within a business. The memo, therefore, makes it easy to communicate with co-workers, supervisors or employers.

When Mark planned his letter to Pat, he first identified the purpose of the letter: "to tell Miss Wall her apartment is ready and that I will meet her at the airport to complete all unfinished business."

Listing of the ideas and facts. Next, writers list all the information that is related to the purpose of the communication. They probably will list more information than they will use in the message. To do so is a good technique, for it gives writers the opportunity to examine the relative importance of the material and to choose those ideas and facts that will convey the correct message to the reader.

Mark listed these ideas and facts that were pertinent to the purpose of his letter:

- The apartment is ready for occupancy.
- I have the receipts, the lease, and the keys to give to Miss Wall.
- The redecorating work turned out well.
- I shall meet her at the airport to complete the business.
- When she leaves the airport, she can go to her apartment.
- It will not take long to complete the business.
- Miss Wall will be arriving in time for lunch.
- There is a dining room at the airport.
- Buying her lunch would be nice way for the company to say thank you.

Organization of information. After listing the facts and ideas that relate to the message, writers number them to indicate the order in which they will use them. They select and present those facts in the following sequence: 1) those facts that direct the interest of the reader to the purpose of the message; 2) those facts that reveal the purpose of the message clearly and concisely, including appropriate explanation of the action to be taken and an expression of feelings of goodwill and understanding.

Preparing a Rough Draft

Once the order of the information to be put into a letter or memo has been identified, it is time to write a rough draft. A *rough draft* is the preliminary version of the written communication. Beginning writers should expect to make rough drafts of even simple letters and memos. Even experienced writers often make several drafts before perfecting important communications. In the first draft, writers attempt to organize the material so that the reader will want to read on and so that the reader can easily understand it. Ideas should flow smoothly.

To prepare a draft in which ideas flow smoothly, writers first create an opening which will capture the reader's interest and identify the purpose of the letter. They then arrange and present their ideas so that they lead the reader to the request for action or the closing.

The opening. The opening of the letter, especially the opening sentence, should excite readers' interest and lead them into the letter itself. If it does not, they may lay the letter aside. A few of the methods that help writers catch a reader's interest are:

- Stating a significant fact: "The \$10 check attached to this letter is yours."
- Asking a question that cannot arouse a negative response: "If you could visit any place in the world, where would you go?"
- Referring to an interesting current happening: "When the plumbers went on strike yesterday. . ."
- Beginning the first sentence with "if": "If this number happens to be chosen in our special drawing. . ."

The opening sentence not only should be intriguing, but it also must be relevant to the subject and to the purpose of the communication. It should be specific, not vague or general. It must be worthy, not trite. Because the opening sentence must interest the reader, it is written from his or her point of view and never begins with "I" or "We."

The arrangement of ideas. The ideas in a written communication flow smoothly so that the reader is carried from one sentence to the next, from one paragraph to the next, easily and willingly. This is done by showing the relationship between ideas. Relationship may be established by stating or implying that:

- Ideas are similar: Such words as "and," "like," "also," "besides," and "in addition to" commonly compare or relate similar ideas.
- Ideas are opposite or contrary: "although," "in spite of," and "however" are some of the words that point out opposite ideas.
- Ideas have a cause-and-effect relationship: "because," "since," and "therefore" may identify ideas with a cause-and-effect relationship.

The writer may use examples to illustrate any of these relationships.

The lack of an expressed relationship between ideas can make a message sound curt, unfriendly or uninterested.

"There has been a delay in the availability of fabric. We are unable to meet the delivery date of April 14 that you specified in your order No. 345 for upholstery material. We are returning your check. Our salesperson will call on you."

Showing the relationship between ideas clarified the message and invites goodwill:

"We are sorry that the manufacturer has been unable to supply the upholstery fabric you requested in your order No. 345. We are, therefore, returning your check, for we shall be unable to fill your order before April 14, as you requested. Since this material is not available, we have asked Mr. Grinell, our representative in your area, to show you the new summer fabrics that are ready for immediate shipment."

While drafting the letter or memo, examine your ideas: identify and express their correct relationships so readers clearly understand and easily follow the writer through one idea to another until they reach the closing.

The Five C's

When the first draft of a letter or memo is completed, read it as if you have never seen it before. With this objective view, evaluate your letter--the reader will. Does the opening catch the reader's interest? Does each sentence and paragraph easily lead the reader to the next? Does the reader clearly understand the purpose of the letter? In short, does the letter reflect the Five C's? They win readers for the writer just as they win listeners for the speaker. Courtesy, correctness, clearness, conciseness, completeness: attention to these Five C's results in a written communication that reflects the image of a writer who is considerate and responsible, who is interested in the reader, and who has something to tell the reader. Here is how the Five C's can be used to evaluate the letter or note.

Courtesy. Courtesy is expressed by phrasing a letter or memo so that its subject matter is discussed from the reader's point of view. The facts should be expressed the way the writer would want to hear them if positions were reversed and he or she were the reader.

Note the differences:

The writer's viewpoint: We have completed work on the Malibu.

The reader's viewpoint: Your new Malibu is ready!

The writer's viewpoint: The Lawson Jewelry Store began business 25 years ago.

The reader's viewpoint: We can offer you a quarter of a century of experience.

The writer's viewpoint: We are waiting for you to call for the books you ordered and about whose delivery we notified you two weeks ago.

The reader's viewpoint: The books you asked us to order arrived May 29. Perhaps the notification we sent you did not reach you.

In a courteous letter, the words "you" and "your" appear more often than "I" and "we," and always with more emphasis on them.

Correctness. The writer tries to meet two criteria for correctness: to tell the truth and to be grammatically and mechanically correct.

Knowing the facts, all the facts, is the writer's responsibility. Writers assemble those facts either before beginning to draft the communication or while drafting it. The writers select for use in the message those facts that explain and complete the purpose of the message. Opinion is less acceptable in writing than it is in oral communication. However, if writers want to express an opinion in their message, they should label it as such, with an "it is my belief that . . ." or an "it may be that . . ." or a simple "I think. . ."

Because the writer's words, sentences, and paragraphs guide the thinking of the reader, the grammar, spelling and punctuation must be correct. Grammatical and mechanical errors interrupt the reader's thoughts and break the smooth flow of ideas. Poor grammar may mislead the reader by putting the wrong interpretation on an idea or fact. Incorrect spelling and punctuation also speak in their own dangerous language, "The writer does not know."

A solid education in grammar is an excellent friend for business writers. So is a dictionary. These two are important tools; they help people in business to express the exact message they want to convey in everything they write.

Clearness. Exactly what do I want to say? Write the answer to — this question simply and precisely. Be sure each statement has only one meaning--the meaning you intend to convey. When the thought is clearly stated, it is easily understood. An easily understood message holds the reader's interest.

The grammar education and the dictionary will aid you in expressing your thoughts clearly as well as in expressing them correctly. You might supplement your standard grammar education with one or both of the following books, which are aimed at helping writers to improve their style: *The Elements of Style*, by William Strunk, Jr. and E. B. White (The Macmillan Company, New York) and *Watch Your Language*, by Theodore M. Bernstein (Pocket Books, Inc., New York). Both books contain easy-to-follow guides for writing early.

Conciseness. Conciseness aids clearness. Conciseness is being specific, brief, not wordy; it means saying exactly what needs to be said to satisfy the purpose of the message--and no more. It means eliminating unnecessary words and phrases.

Howard tended to be rather wordy:

"Thank you for your letter of January 17. In compliance with the terms outlined in your letter of January 1, your apartment has been leased, decorated, and will be ready for occupancy when you arrive on January 25."

Mark, on the other hand, told Pat exactly what she wanted to know, in considerably fewer words:

"Your apartment is ready!"

In choosing words and phrases that pack a lot into a small space on the paper, the writer must make sure that the sense of the message has not been sacrificed for brevity's sake. If a customer writes a camera store asking for details about cameras, this answer would be too brief and too vague: "Both the Pentax and the Nikon are widely used by professionals."

Conciseness requires that the customer be given more detail: "Both the Pentax and the Nikon are available with technically excellent lenses that stop down to f/1.4, with shutter speeds ranging from 10 seconds to 1/1,000 second and with sensitive CdS meters built in. Either camera should provide the versatility you want."

Completeness. The writer should give readers all the information they need to know so that they understand the message. A complete message need not be wordy, but it must tell enough so that 1) the purpose of the writer is accomplished and 2) readers clearly understand the writer's message.

Another letter from a camera store to a customer described a \$50 electronic flash attachment for a camera but failed to mention that a \$2.50 recharger was needed to keep the battery ready for use. The irate customer returned the flash attachment after exposing and wasting film because the flash had been drained of power and ceased to work. A complete letter would have sold both the flash and the recharger to the customer, and the company would have had a satisfied customer.

Write for the Reader

A person or an entire business organization can be judged by one written communication. Its impression is lasting and can be read over and over. The most important part of that impression is made by the thoughts expressed in the message and by the way they are expressed.

People are interested in themselves. They are interested in other people and things to the extent that they relate to or affect them. Because of this, writers must identify with readers and express their own purpose, ideas, and facts in words and phrases that will reflect the readers' point of view and concern.

Everyone starts to read a written communication, particularly a business letter or memo, with three questions in mind:

- Why was this communication sent to me?
- What does it do for me?
- Do I need to do something?

The writer must answer these questions. There is no preset sequence in which they need to be answered, but they do need to be answered.

"Why was this sent to me?" The answer to this question reveals the purpose of the letter or memo and relates it to the reader. To reveal the purpose, however, does not mean to state formally "The purpose of this letter is . . ." Notice how Mark translated the purpose of his letter to fit the reader's interest:

When planning his letter, he stated his purpose as: "to tell Miss Wall her apartment is ready and that I will meet her at the airport to complete all unfinished business."

In the actual letter, he wrote:

"Your apartment is ready! Even a new welcome mat is in place. We are eager for you to see it.

"Since we have been acting as your agents in the leasing and redecorating of the apartment, the lessor, Mr. Henderson, asked us to deliver the keys and the lease to you. You must be eager to move in, so I shall meet you at the airport on January 25 . . ."

What does it do for me?" The answer to this question translates facts and ideas into an explanation that sustains and satisfies the reader's interest. A benefit promotes the well-being of the reader. The benefit to a reader may be a payment, an advantage, a kindness, a courtesy, an opportunity, or perhaps simply the transmittal of helpful or useful information. It usually is a combination of several factors.

Mark's letter gave Pat the helpful information that her apartment was ready for her arrival and then offered her both an opportunity and an advantage by suggesting:

"We can complete the necessary business while your luggage clears, and you can go to your new home immediately, if you wish."

He added courtesy to his letter by suggesting:

"If your schedule permits, however, perhaps you would allow me to take you to lunch at the airport. That would give Dunn and Radford the opportunity to thank you for calling on us."

"Do I need to do something?" The writer's request or suggestion that the reader take action is usually near the end of the communication. Not all communications require action from the reader, but when such action is needed or encouraged, the communication should state what is to be done and how. In addition, this statement should be worded so that the reader is both willing and encouraged to act.

Mark's letter simply stated the action he intended to take and implied that he would expect Pat to be willing to complete the necessary business at the airport, unless she specified otherwise. Many business communications, however, request specific action. A sales letter may ask the prospect to check information on a card and return it; an application letter may ask the employer to examine the qualifications on the accompanying data sheet. A memo, in an insurance office, may request an underwriter to quote rates on fire insurance on a warehouse at 1612 Ocean View Drive. Action--getting it is an important function of written communication in business.

COMMUNICATIONS

INFORMATION SHEET #8.02

Executives Go Back To "Grammar" School

In a penthouse executive suite the other day, a group of leading business executives were puzzled over the intricacies of grade school grammar.

The executives met in the boardroom of Donnally Pipe Company. The firm's president, J. Edgar Anderson, was among the students. Donnally Pipe is one of a number of firms which are requiring management people to take time off from their executive duties and attend instruction in grammar and composition.

The companies are afraid they may be losing money because their executives can't get their thoughts down clearly on paper.

At the series of Donnally Pipe classes, businessmen were lectured by Henry Darcy Curwen, a retired professor from Exeter Academy. He covered ground familiar to any eighth grader.

He reviewed for the classes, which included recent college graduates as well as graying executives, such things as pronouns, adjectives, improper word uses, and the pitfalls of a dangling participle. He has done the same for several other firms.

Anderson said he arranged for the instruction because "I have never heard so much misuse and abuse of the English language by people occupying responsible positions as in recent years.

"I would venture to guess," he said, "that all the thefts and embezzlements that corporations suffer every year do not cost our economy as much as verbal incompetence."

Anderson said he knew several instances when companies lost important business deals because an official did not know how to write a letter. In some cases, a writer used the wrong word and conveyed an unintended meaning or inadvertently insulted the prospect.

The executives seemed to enjoy the sessions. Nine groups, each representing a different management level, took four hours of instruction. In addition, Curwen helped with individual problems.

There was a good deal of discussion and argument. The students frequently tried to justify some phrase that Curwen criticized. Perhaps one reason was that he drew most of his examples from the firm's own correspondence--including Anderson's.

"Know what you are going to write before you begin the letter, gentlemen," Curwen told the class. "Keep the language simple and the message brief."

"Make your point at the start, and don't force the reader to fish through four pages to discover what you are trying to say."

(From *The Oil Daily*, July 12, 1962.) 97

COMMUNICATIONS

INFORMATION SHEET #8.03

Why Write? An Outline of Things to Remember

I. Reasons for learning to write well

A. To get ideas across accurately

1. For clear understanding
2. To save time
3. To leave a favorable impression
4. To be judged properly

B. To operate a business profitably

1. To make money
2. To secure new business
3. To hold old business
4. To maintain good customer relations
5. To communicate efficiently with all persons within and without the business

II. Writing vs. speaking

A. Likenesses

1. Written language is based on spoken language.
2. Same grammatical rules apply to both.

B. Differences

1. Writing loses the chance to explain further (as is done in speech).
2. Writing is more permanent.
3. Writing is more formal.
4. Writing demands the correct and precise use of words.
5. Writing must be brief.

III. The structure of writing

A. Words

1. Know meanings of words you use.
2. Know correct spelling of words you use.
3. Learn to spell and use new words.
4. Learn to spell and use words common in your field.
5. Avoid using too many words.

B. Sentences

1. Write short, concise sentences.
2. Punctuate sentences correctly.
3. Use correct parts of speech.

C. Paragraphs

1. Paragraphs are made of sentences.
2. All written communications are made up of paragraphs.
3. Start a new paragraph for each new thought.

IV. Writing and rewriting

A. Good writing is result of rewriting.

B. Steps in writing

1. Place thoughts on paper.
 - a. Carefully
 - b. Completely
2. Read what you have written.
3. Rewrite
 - a. Correct grammatical errors.
 - b. Delete unnecessary words.

V. Applying what you learn

A. Learn to write by writing.

B. Concentrate on your weak points.

C. Use what you learn as you learn it.

D. Learn from criticism.

1. By others
2. By yourself

VI. Master the main ideas

A. Correct grammar and clear writing are important and necessary to business and individuals.

B. Good writing is accurate and clear; it can be read quickly and with a minimum of effort.

C. The written language is based on the spoken language, but there are important differences.

D. A written communication is made up of words, sentences, and paragraphs which have been assembled to do a particular job.

E. Writing is learned by applying principles learned to practice.

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ASSIGNMENT SHEET #8.01

Synonyms and Antonyms

Directions: This is a comparison of words. Study each pair of words given below. If the two words in the pair are synonyms (similar in meaning), write S on the line opposite that pair of words. If the two words are antonyms (opposite), write A on the line. Here are two samples:

large - big	<u>S</u>
high - low	<u>A</u>

		Possible Points	Actual Points
1. heavy - light	_____	4	_____
2. middle - center	_____	4	_____
3. warm - cool	_____	4	_____
4. happy - joyous	_____	4	_____
5. north - south	_____	4	_____
6. skinny - fat	_____	4	_____
7. jump - leap	_____	4	_____
8. dull - sharp	_____	4	_____
9. donate - give	_____	4	_____
10. creep - crawl	_____	4	_____
11. profit - loss	_____	4	_____
12. neat - orderly	_____	4	_____
13. flat - level	_____	4	_____
14. ease - discomfort	_____	4	_____
15. permit - forbid	_____	4	_____
16. feminine - masculine	_____	4	_____
17. exercise - inactivity	_____	4	_____
18. fiction - truth	_____	4	_____
19. defect - blemish	_____	4	_____
20. food - nourishment	_____	4	_____

		Possible Points	Actual Points
21. courteous - polite	_____	4	_____
22. empty - full	_____	4	_____
23. finish - complete	_____	4	_____
24. eager - indifferent	_____	4	_____
25. lead - guide	_____	4	_____
TOTAL POINTS		100	

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KEY FOR ASSIGNMENT SHEET #8.01

Synonyms and Antonyms

1. A
2. S
3. A
4. S
5. A

6. A
7. S
8. A
9. S
10. S

11. A
12. S
13. S
14. A
15. A

16. A
17. A
18. A
19. S
20. S

21. S
22. A
23. S
24. A
25. S

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ASSIGNMENT SHEET #8.02

A Vacation Change Request

Assume it is June 6 and you have been employed in a store for a year and have earned a 2-week vacation. Your vacation has been scheduled by your supervisor, Mr. John Jones, for August 10 through August 21. However, a sudden illness in your immediate family makes it necessary for you to take your vacation in June or as soon as possible. You have found out that a fellow employee of yours, Tom Harris, has a vacation scheduled June 8 through June 21. You have talked the situation over with Tom, and he is willing to change vacations with you, providing the change is approved by the supervisor.

With this in mind, write a memorandum to your supervisor, Mr. Jones, asking for a change in vacation schedules. State your reasons for this request and your desire to change vacations with Tom Harris.

Use a separate sheet of paper and a pencil. Allow sufficient space between lines to make additions and corrections at a later date. Follow the guide on the next page. Be able to state your request orally to coincide with your memo.

MEMORANDUM

June 6, --

TO: Mr. John Jones

FROM:

SUBJECT: Request for Vacation Change

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ASSIGNMENT SHEET #8.03

Technical Terms

Use of dictionary in translating technical terms into customer's language.

(No key) Students might be using different sources.

TECHNICAL WORD	ANOTHER WORD
1. Guarantee	1.
2. Specifications	2.
3. Warranty	3.
4. Compatible	4.
5. Complimentary	5.
6. Dimension	6.
7. Elaborate	7.
8. Taper	8.
9. Hydraulic	9.
10. Sanitize	10.
11. Renovate	11.
12. Repellent	12.
13. Inseam	13.
14. Terminal	14.
15. Variegated	15.

COMMUNICATIONS

LESSON PLAN #9

Time for Lesson: Four 55-minute periods

Objectives: After completion of this lesson, students should be able to:

- 5.12 Prepare a speech.
- 5.13 Give a speech.
- 5.14 Answer pertinent questions regarding subject matter.
- 5.15 Demonstrate gestures which help convey feelings in spoken words.
- 5.16 Describe the effect the tone of one's voice can have on the listener.

Resources:

- 1. Information Sheet 9.01 - Preparing a Speech
- 2. Information Sheet 9.02 - Practicing the Speech
- 3. Information Sheet 9.03 - Delivering the Speech
- 4. Assignment Sheet 9.01 - Preparing a Speech
- 5. Assignment Sheet 9.02 - Practicing and Delivering the Speech
- 6. Assignment Sheet 9.03 - Talking Business and Sharpening Your Outlook
- 7. Assignment Sheet 9.04 - Preparing and Giving a Speech
- 8. Assignment Sheet 9.05 - Rating Sheet for a Short Speech
- 9. Assignment Sheet 9.06 - Public Speaking Rating Sheet

Teacher Activities:

- 1. Distribute Information Sheet 9.01 - Preparing a Speech to students for them to read in class.
- 2. Discuss and answer questions the students might have about Information Sheet 9.01.
- 3. After discussion is completed, distribute Assignment Sheet 9.01 - Preparing a Speech to students to complete in class.
- 4. Collect Assignment Sheet 9.01.
- 5. Distribute Information Sheet 9.02 - Practicing the Speech to students for them to read in class.
- 6. Discuss and answer questions the students might have about Information Sheet 9.02.

Teacher Activities continued:

7. After discussion is completed, distribute Information Sheet 9.03 - Delivering the Speech to students for them to read in class.
8. Discuss and answer questions the students might have about Information Sheet 9.03.
9. After discussion is completed, distribute Assignment Sheet 9.02 - Practicing and Delivering the Speech to students to complete in class.
10. Collect Assignment Sheet 9.02.
11. Distribute Assignment Sheet 9.03 - Talking Business and Sharpening Your Outlook to students to complete in class or to take home.
12. Distribute Assignment Sheet 9.04 - Preparing and Giving A Speech to students.
13. Use Rating Sheet for the Short Speech or use Public Speaking Rating Sheet. These are Assignment Sheets 9.05 and 9.06.

Student Activities:

1. Read Information Sheet 9.01 - Preparing a Speech.
2. Discuss and ask questions about Information Sheet 9.01.
3. Complete Assignment Sheet 9.01 - Preparing A Speech.
4. Read Information Sheet 9.02 - Practicing the Speech.
5. Discuss and ask questions about Information Sheet 9.02.
6. Read Information Sheet 9.03 - Delivering the Speech.
7. Discuss and ask questions about Information Sheet 9.03.
8. Complete Assignment Sheet 9.02 - Practicing and Delivering the Speech.
9. Complete Assignment Sheet 9.03 - Talking Business and Sharpening Your Outlook.
10. Complete Assignment Sheet 9.04 - Preparing and Giving a Speech.
11. Evaluate a presentation using either Assignment Sheet 9.05 or 9.06.

Optional Activities: Communication in Marketing (OMPM), pages 90 and 91.

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INFORMATION SHEET 9.01

Preparing a Speech

Goal: Prepare a speech by following the three main steps discussed in this lesson. Practice the speech so it will be effectively delivered. Deliver the speech so the audience will feel the speaker is talking "with" them.

Tracy Grimes faced the silent group. She was scared. She wanted to be anywhere but where she was. Tracy tried to speak but could not; her lips were dry and speech would not come to her.

Both Tracy and the audience stared at each other and she knew this was reality.

Tracy took a deep breath, concentrated on her subject, free enterprise and the words started to come forth.

As Tracy spoke she became more aware that she could give a speech. She covered all the elements of free enterprise and when she saw the audience begin to move she quickly summarized her speech.

She knew she had held their attention and she ended her speech.

Applause greeted Tracy as she left the speakers stand, and students were commenting on what a good speech it was. Tracy sat beside another student and confessed that "it was scary" and that she "was scared to pieces" but those deep breaths and the concentration on her subject really helped her to overcome her fears and relax.

Good speakers must know how to prepare and then practice their speeches.

Good speakers must be in control, knowing when to start and how and when to stop speaking.

Preparing a Speech

Most persons who give speeches are familiar with the subject on which the speech is to be delivered; however, acquaintance with a subject is not enough preparation.

1. The purpose of the speech must be defined.
2. The outline must be completed.

Without the two aforementioned pieces of preparation experienced speakers may find themselves wandering from the main point of the speech when they stand and face an audience.

Defining the Purpose

The purpose of a speech depends upon who is in the audience and how the speaker wants the speech to affect them. Possible purposes of a speech are as follows:

1. To inform
2. To entertain
3. To persuade
4. A combination of the above.

Informative Speech

An informative speech is one that presents the facts and opinions. An example would be a sales manager presenting the facts and his or her opinion about a new product about to enter the market.

An informative speech, then, is one that is similar to a report, an explanation, or a description of what is being talked about. Our same sales manager could give a speech on a sales promotion which would accompany the opening of a new branch store.

Entertaining Speech

An entertaining speech is to entertain or amuse the audience. It can contain stories or jokes and also information. Some persons can remember facts longer if presented in a story or joke format.

The Persuasive Speech

A speech intended to encourage action is a persuasive speech. Door-to-door sales representatives usually have a persuasive speech ready as they try to sell their products. A company vice-president makes a persuasive speech to employees when speaking of loyalty to the company and to the products they sell.

Assembling the Information

You most likely will not have all the information you will need to give a speech without using sources to collect it.

Suppose Mr. Jackson, personnel manager, is asked to discuss the local job market at a local high school. This would be his field and he knows something about jobs, but he still must collect

employed in marketing and how many jobs are available in the area. He would also want information about success stories such as local people who have reached important jobs while starting at the bottom.

Mr. Jackson will talk to people, look through magazines, books and newspapers, make notes and use some of the information he collects.

Use index cards or separate sheets of paper for notes as this makes sorting and arranging them easier.

Organizing the Speech

Some persons speak from an outline or a text; in either case the outline or text must be put together.

1. Summarize the main ideas in a few sentences.
2. Once you have the main ideas summarized in what you want to say you need to work out an introduction and then in logical order the points to be covered concluding with a strong ending.

The Title

The title of a speech must be specific. The title, if listed in a program may put the audience in a mood to listen. Always choose a "catchy title" for your speech.

The title should be a brief statement that makes the audience want to hear more about it. It should usually be humorous, or clever and attract attention. Titles should never be more than seven words; better yet are titles with three to five words.

Here are some examples:

1. Brands fight each other!
2. Is the name of the game *change*?
3. Is management obsolete?

The above titles identify their subjects, yet they stimulate imagination.

COMMUNICATIONS

INFORMATION SHEET #9.02

Practicing the Speech

Few speakers ever get up before an audience without practicing, not only what they are going to say, but how they are going to say it. Good speakers make it sound as if their speech is extemporaneous, but usually, nothing could be further from the truth. Underneath that seemingly casual, entertaining, and natural delivery are many hours of practice. In fact, the speech that sounds practiced is almost always mechanical speech, delivered without feeling. Speakers must get emotionally involved in their ideas as they deliver them. This cannot be done by memorizing the speech or, worse, by reading it. After the speakers have perfected the outline, they learn what they will say memorizing ideas, not words. Speakers learn how they will say it by practicing the tone, tempo and gestures that best get across their ideas.

Memorize Ideas

Memorizing ideas, rather than words, permits speakers to talk with the audience naturally and convincingly. If speakers choose to speak from outline notes they should go over those notes many times, until the brief words of the outline give immediate recall of the examples and details they represent. If speakers have prepared a complete text, they should read it aloud so that they need only glance at it from time to time. By doing this, speakers will retain contact and empathy with the audience.

A tape recorder or a friend makes a good practice audience. Either should point out areas where improvement is needed.

Because speakers want the audience's attention focused on their speech--on the ideas that they are developing, they rehearse and practice many times. "I'll get it right when I'm before the audience" is a dangerous substitute for careful preparation and practice.

Adjust the Tone, Tempo and Gestures

Successful speakers present their ideas so that the audience wants to listen. The tone of voice carries the meaning. It reflects the speaker's own interest and enthusiasm for the subject. A speaker's tempo makes it easy for the audience to follow the ideas, and gestures reinforce the ideas.

The audience wants to hear speakers who are enthusiastic about the subject--and who show that they are. It is not enough for speakers to believe in what they say; speakers must *show* the audience that they believe in it. Speakers must show enthusiasm and conviction.

Regular, deep breathing, especially just before beginning to speak, helps a speaker to control his or her tone of voice. The general tone should be conversational and pleasant; it should show poise. The speaker who "talks with" the audience shows excitement, pleasure, satisfaction--or maybe dissatisfaction, worry, or puzzlement if these emotions are part of the speech.

The audience wants to hear a speaker who speaks at a tempo or rate of speed that can be easily followed. The tempo should be paced to fit the listener who has not heard the speaker's ideas before. Think your ideas as you practice them so the listener can think with you. State major points slowly. The slowness of the tempo emphasizes their importance. Speed up a bit when giving details, illustrations, examples and explanations.

Talk with your imaginary audience so that your audience can think with you.

The audience wants to listen to speakers who stand firmly on two feet and who gesture meaningfully to clarify or emphasize ideas. Speakers who do not use the lectern for a prop. These good speakers gesture only when an idea should be emphasized or illustrated. Facing, swaying, gesticulating speakers reflect nervous discomfort and lack of confidence. Soon the audience shares their negative feelings. When the hands are not needed for notes, let them remain in their natural position at the side of the body. Gestures that do not convey meaning to the audience confuse and distract the attention of the audience. Gestures, like tone and tempo, should reinforce the ideas of the speaker. As you practice your talk, let your gestures add feeling to your words.

Prepare Visual Aids

Examples, illustrations and statistics can all be emphasized and made more understandable by the use of visual aids. Visual aids also can be used to highlight and summarize each point as it is made, as well as to show the relationship of one idea to another. Such aids might be charts or graphs large enough to be clearly visible to everyone in the room, or they might be photographic slides projected on a movie screen in the front of the room. There are also overhead projectors that magnify a transparency to many times its normal size and project the image on a large screen. Transparencies are particularly useful when presenting charts, tables, graphs or other statistical materials. Care must be taken to not overload the transparency with too much material and to use a large or oversize type to make it easy to read.

Properly used, visual aids can be very effective. People enjoy watching something besides the speaker. A visual presentation captures the audience's eyes as well as their ears. The more attention a speaker can focus on the subject, the more successful the speech will be.

If visual aids are going to be used in a speech, they should be in a natural sequence corresponding to the organization of the speech. The illustrations should highlight each point of the speech and help explain and simplify information and relationships that might seem complex. Either jot down ideas for illustrating the speech while organizing it, or else go through the speech and determine where visual aids could be used. Work these notes into a list of illustrations to be prepared, complete with details of what each illustration should contain.

COMMUNICATIONS

INFORMATION SHEET #9.03

Delivering the Speech

The exciting time comes when you stand before the audience and make that speech. The speech has been prepared; it has been rehearsed; it is ready for delivery. This is the moment of truth. You will be somewhat nervous, and this is natural even desirable. If you have done your homework, you know what you are going to say and have practiced and adjusted your tone, tempo, and gestures. You have the main ideas on cue cards should you need to refer to the next idea, and you have the opening story in mind. To help overcome nervousness, you may even have memorized the first several sentences just to get started.

Three factors can now help you to get the central idea across. Your appearance is one. The way you handle volume and enunciation is another. Empathy with the audience is the third.

Appearance

Before the audience hears speakers, it sees them. First impressions of speakers are formed then. Audiences like to see speakers who are neat, attractively groomed, and dressed appropriately for the occasion. A tailored, somewhat conservative, current style is always appropriate for most business situations. The clothing people wear, like their speech, is a reflection of their personalities. It is fine for speakers to express individuality in dress and grooming, but they need also to consider the reaction of the audience. Speakers' attire and grooming should encourage the audience to listen to their ideas. If your dress and grooming distract the attention of the audience, your ideas will be missed.

Volume and Enunciation

The audience wants to listen to speakers who speak loudly enough so that they can be easily heard. Before beginning to speak, some speakers locate the person farthest from the lectern and address opening comments to him or her so that their volume will be adequate. When using a microphone, one speaks with normal, conversational volume.

Distinct speech may be an even more important factor in being understood than speakers' volume. Distinct speech results from forming the words in the front of the mouth, using lips and tongue to form every syllable. Speakers who have lazy lips and tongues will not be understood no matter how loudly they speak. Speakers who enunciate clearly and speak distinctly need less volume than those whose speech is slurred.

Empathy

The purpose of any speech is to transfer the speakers' ideas to the audience. To do this, some speakers talk first to the people in one section of the room and then to those in another. Some choose individuals in different sections of the room and alternate the focus of attention on them. Speakers who are bothered by eye contact with the audience talk to the foreheads of their listeners. Any plan is successful if it results in the audience's feeling that you are talking "with" them and sharing ideas. Speakers who have conscientiously prepared and practiced the speech can lead the audience to think with them. When this is the case, it is a satisfying experience for both speaker and audience.

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COMMUNICATIONS

ASSIGNMENT SHEET #9.01

Preparing a Speech

1. Even when using a familiar topic, if a person is going to make a speech, he or she will probably need to collect _____ about it.
2. When collecting information, you will find index cards useful for making _____.
3. It is customary when making a speech to use either a/an _____ or a/an _____.
4. A speaker always tries to catch the audience's attention in the _____ to the speech.
5. If a subject is technical in nature, it is advisable to give the audience a few sentences that present the _____.
6. The main idea of a speech is explained in the _____ of the speech.
7. The points that have been made in a speech are emphasized and summarized in the _____.
8. When the speech is listed in a printed program, it is important to give it a catchy _____.

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #9.01

Preparing a Speech

1. information
2. notes
3. outline
complete text
4. introduction
5. background
6. body
7. conclusion
8. title

COMMUNICATIONS

ASSIGNMENT SHEET #9.02

Practicing and Delivering the Speech

- T F 1. A slow tempo in speaking is helpful in emphasizing major points.
- T F 2. It is advisable for a speaker to use gestures as often as possible.
- T F 3. To be most effective, a speaker should always look directly and constantly at one person in the audience.
4. The speaker should dress in a manner that encourages the audience to _____.
5. The speaker should memorize _____ rather than words.
6. An audience likes speakers who show that they are _____ about the subject.
7. It is sometimes important to speak loudly, but it is more often important to speak _____.
8. After a speaker has prepared either an outline or a complete text, he or she should _____ with a tape recorder or a friend acting as an audience.

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #9.02

Practicing and Delivering the Speech

1. true
2. false
3. false
4. listen
5. ideas
6. enthusiastic
7. clearly (or distinctly)
8. practice (or rehearse)

COMMUNICATIONS

ASSIGNMENT SHEET #9.03

Talking Business and Sharpening Your Outlook

Directions: For each definition or description in the center column, select the term in the left-hand column that best matches it in meaning. Write this term in the space provided.

body	1. A speech intended to encourage action	_____
conclusion	2. A speech intended simply to present facts and opinions	_____
informative speech	3. The speaker's first few sentences	_____
introduction	4. The part of speech where the central idea is explained, described and developed	_____
persuasive speech	5. The time to emphasize and summarize the points that have been made in the speech	_____

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #9.03

Talking Business and Sharpening Your Outlook

1. persuasive speech
2. informative speech
3. introduction
4. body
5. conclusion

COMMUNICATIONS

ASSIGNMENT SHEET #9.04

Preparing and Giving a Speech

Objective: Prepare a speech by following the five main steps discussed in this chapter: (1) define the purpose of the speech; (2) assemble the information; (3) organize the speech; (4) practice the speech so it will be effectively delivered; (5) deliver the speech so that the audience will feel you are talking with them.

All Students: Select a subject in which you are interested and which will interest other members of your class. Prepare a three- to five-minute speech on that subject. The project activity guide will help you organize your work. Use a rating sheet to rate speeches given by your classmates. Be sure some members of the class rate your speech and that they discuss the rating with you.

1. *Identify your purpose:* to inform, to entertain or to persuade.
2. *Assemble information:* Using such techniques as observing, questioning, interviewing and reading, take notes and assembling information which you may want to use in your speech.
3. *Organize the speech:* Summarize in a few sentences the main thought you want to communicate.
 - a. State your central idea concisely.
 - b. Design an introduction that will catch the audience's attention and arouse their interest.
 - c. Develop the body of the speech by outlining in a logical form the main ideas to be included in the speech.
 - d. Conclude by emphasizing or summarizing points already made in the speech.
 - e. Create a title.
4. *Practice:* As you rehearse, talk from notes as you would if you were addressing an audience. Record your speech.
 - a. Listen to your recording, and observe ways in which your speech may be improved. You might use the rating sheet as a guide for this, but remember you will need it later when you rate a classmate's speech. Make those improvements.

5. *Present* the speech to the audience for whom it was prepared. Ask at least one person to rate your speech objectively so you may benefit by the suggestions of others.
6. By observing the work of others, you can get ideas for improving your own speaking habits. Use the rating sheet that follows to rate at least four speeches made by members of your class.

COMMUNICATIONS

ASSIGNMENT SHEET #9.05

Rating Sheet for the Short Speech

	Needs Improvement	Satisfactory	Good	Excellent
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
ORGANIZATION				
1. Title				
a. Attracted favorable attention				
b. Related to the subject				
2. Introduction				
a. Aroused and held audience's interest				
b. Prepared the audience for speech by:				
___ Identifying purpose				
___ Giving background				
3. Body				
a. Developed the central idea (Completeness)				
b. Gave adequate information				
c. Presented ideas in logical order (Clearness)				
d. Stated ideas exactly so that they could be easily understood				

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	Needs Improvement	Satisfactory	Good	Excellent
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3. Body (continued)				
e. Gave specific facts and details (Conciseness); gave enough, but not too many facts				
f. Gave true facts and ideas (Correctness); labeled opinions				
g. Presented ideas from audience's point of view (Courtesy)				
4. Conclusion				
a. Summarized the speech				
b. Left audience with central idea				
PRESENTATION				
1. Tone and delivery				
a. Enthusiasm				
b. Pleasing tone and pitch				
c. Appropriate gestures				
d. Proper tempo				
e. Sufficient volume				
f. Distinct speech				
g. Adequate rehearsal and practice				
2. Appearance				
a. Good posture				
b. Appropriate dress				
c. Appropriate grooming				

COMMUNICATIONS

ASSIGNMENT SHEET #9.06

Public Speaking Rating Sheet

SPEECH ITEMS	Outstanding	Excellent	Average	Below Average	Unacceptable	CONTESTANT'S SCORE
Opening (Appearance, introduction)	15	12	9	6	3	
Voice (Pitch, tempo, volume and enthusiasm)	10	8	6	4	2	
Platform Deportment (Gestures, poise, eye-contact, mannerisms)	10	8	6	4	2	
Organization (Logic, clarity, suitability, coherence)	20	16	12	8	1	
Mechanics (Diction, grammar, pronunciation, word picture)	10	8	6	4	2	
Close (Summary, conclusion)	15	12	9	6	3	
Effectiveness (Was purpose achieved to impress, inform, persuade?)	20	16	12	8	4	
TOTAL SCORE	100					

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LESSON PLAN #10

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 5.17 Properly introduce business acquaintances.

Resources:

1. Information Sheet 10.01 - Proper Introduction Tips
2. Information Sheet 10.02 - Remembering Names

Teacher Activities:

1. Distribute Information Sheets 10.01 - Proper Introduction Tips and 10.02 - Remembering Names to students to read.
2. Discuss Information Sheets 10.01 and 10.02.
3. Have the students divide into pairs. The students are to plan and role play introductions for each of the four examples outlined on Information Sheet 10.01 II A-D.

Student Activities:

1. Read Information Sheet 10.01 - Proper Introduction Tips and Information Sheet 10.02 - Remembering Names.
2. Break up into groups of two and follow the instructions given to you by teacher regarding the role-playing of introductions.

Optional Activities: *Communication in Marketing*, pp. 61-63.

COMMUNICATIONS

INFORMATION SHEET #10.01

Proper Introduction Tips

I. Introducing yourself

- A. Introduce yourself promptly.
- B. Give first and last names.
- C. State names slowly and distinctly.
- D. Complete introduction by giving some information about yourself so new acquaintances may talk easily with you and remember you.

EXAMPLES:

"I'm Judy Green, a DE student from Kokamo High School."
"I'm Sam DeMann from the hardware department, and I've been assigned to work in this section this afternoon."

- E. Repeat names during the introduction and conversation so they may be remembered correctly.

II. Introducing others

- A. Introduce men to women.

EXAMPLE: "Miss Smith, this is my father. Miss Smith is my supervisor, Dad."

- B. Introduce younger people to older people.

EXAMPLE: "Uncle Barry, I'd like to introduce you to Barbara Bronsen. My uncle, Mr. Rich, Barbara. Barbara is the secretary of our DECA chapter, Uncle Barry."

- C. Introduce subordinates to superiors.

EXAMPLE: "Mrs. Super, I'd like to present to you Mr. Greenhand who started to work in our department yesterday. Mr. Greenhand, this is Mrs. Super, head of the finance and credit department."

- D. Introduce all others in any order.

- E. Give some additional information about the persons introduced to get a conversation started.
- F. Do not say, "This is my friend," for it suggests that the other person is not a friend.
- G. Repeat names slowly and distinctly during the introduction and conversation so they may be remembered correctly.

III. Acknowledging introductions

- A. "How do you do" followed by an informal comment is always appropriate in business situations.

EXAMPLE: "How do you do. John has told me how much you helped him, Shirley."

- B. Men shake hands with each other.
- C. Women may shake hands with each other.

(Note: In the past women have not shaken hands as much as men. However, the practice of women offering to shake hands is increasing.)

- D. Men should not shake hands with women unless the women make the first move.
- E. Handshakes should be firm but not crushing.

(Note: Two casual pumps of the hands should be adequate.)

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INFORMATION SHEET #10.02

Remembering Names

- A. Spelling and pronunciation must be gotten correct *right from the start*.
- B. During conversation *repeat* the name.
- C. The name should be *associated* with some physical characteristic or unusual quality.
- D. The person you meet should be thought of as *important*.
- E. Your own name sounds like the most beautiful thing in the world so *practice* constantly.

COMMUNICATIONS

LESSON PLAN #11

Time for Lesson: 55 minutes

Objectives: After the completion of this lesson, students should be able to:

- 5.18 Demonstrate an ability to listen to customers' names and addresses and record them correctly on sales slips.
- 5.19 Write out purchase orders neatly in order to eliminate misinterpretations of the materials to be shipped.

Resources:

- 1. Information Sheet 11.01 - Sales Checks
- 2. Information Sheet 11.02 - Purchase Orders
- 3. Assignment Sheet 11.01 - Sales Checks
- 4. Assignment Sheet 11.02 - Purchase Order

Teacher Activities:

- 1. Discuss Information Sheet 11.01 - Sales Checks.
- 2. Each student should have Assignment Sheet 11.01 - Sales Checks.
- 3. Read to students while they fill out sheet:

(No repeating of information)

- a. My name is Steve Martin.
- b. I live at 312 Victoria
- c. in Glendale, Missouri.
- d. My zip code is 63122.

I would like this sent to:

- e. Sue Smith
- f. at 105 East Main Street
- g. in Columbia, Missouri.
- h. The zip code is 65201.

Thank you.

Teacher collects papers. Grade against script.

Teacher Activities continued:

4. Hand out Information Sheet 11.02 - Purchase Orders.

5. Assignment Sheet 11.02 - Purchase Order.

Optional Activities: Guest speaker to discuss writing out purchase orders and sales checks.

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INFORMATION SHEET #11.01

Sales Checks

A sales check has two main purposes: (1) it gives the retailer information that is vital to the operation of the store, and (2) it gives the customer a receipt that is useful in case the merchandise has to be returned.

The information recorded on sales checks is used in many departments. Buyers use the information to help them decide how much and what kind of merchandise to order. The delivery department uses the information to determine what merchandise to deliver and to whom. The credit department uses the information to bill charge customers. The accounting department uses the information to update records, to prepare tax reports, and to prepare reports for management's use. And, in order for these departments to be able to understand and use the information on sales checks, all the salespeople must be familiar with the forms and follow orderly sales check procedures.

Sales Check Forms

Most retail and service businesses develop their own forms of sales checks. Most sales checks contain the following information:

1. *Date of purchase*, needed for billing and for accepting returns.
2. *Retail price* of merchandise purchased, needed for verifying the charge to the customer, for billing, and for returning merchandise.
3. *Description* of merchandise purchased, needed for identifying the purchase, for helping the store in ordering, and for accepting returned goods.
4. *Purchaser's name and address*, needed for delivery, credit, returns, and adjustments.
5. *Department*, needed for cost control and returns.
6. *Amount of money* received from customer, needed where more than one person is involved in handling the amount tendered.
7. *Kind of sale*, needed to identify the transaction as cash, charge, COD, or other type of sale.

8. *Salesperson's number*, needed for returns and adjustments, also needed to credit the salesperson with the sale.
9. *Customer's signature*, needed to identify the purchaser in charge sales.
10. *Sales tax*, needed for verifying charge to the customer, for billing, and for federal, state, and local tax agencies.

Sales Check Procedure

Store procedures determine how many copies of a sales check are made. Quite frequently sales checks are made in triplicate; the original copy is kept by the store for its records, the duplicate copy is the customer's copy and goes with the merchandise, and the triplicate copy is the tissue paper record that remains in the sales book. Sales books containing tissue copies are filed and may be used as an office copy if the original copy is lost.

Every time a salesperson writes up a sales check, every blank on the form should be filled out. Details should never be left to be filled out later. When blanks are left, the customer receives an incomplete sales check. Moreover, salespeople often forget to add the necessary details later. Most salespeople develop a set order in which they put down the information on a sales check. By following this order faithfully, they avoid leaving out any of the information needed.

Each sales check is numbered and should be used in the proper order. If a salesperson makes a mistake on a sales check, he or she must have it voided or nullified by an authorized person. It is turned in at the end of the day with the store's copies of the sales checks. Some stores use different types of sales checks for sales such as telephone orders or COD sales. These also must be turned in at the end of each day. Sales checks must never be destroyed unless this is specifically authorized by a supervisor.

Some stores and a large number of service establishments use sales registers instead of sales books. The salespeople or order clerks fill in the sales check, which is in the register. The completed sales check rolls out, a carbon copy is retained in the register, and a blank check rolls into place.

Sales checks, then, play a vital part in recording sales. However, many retailers add to the information presented by sales checks with the records produced by cash registers. Every time a sale is rung up on a register, a record of that sale is produced. In fact, many cash registers are designed with the recordkeeping needs of retailers in mind.

COMMUNICATIONS

INFORMATION SHEET #11.02

Purchase Orders

A purchase order is used when the buyer of a regular stock item runs low and replenishment is needed. The various parts of a purchase order are:

1. Name and address of the buyer
2. Name and address of the seller
3. Purchase order number
4. Purchase order data
5. Name and address where delivery is to be made
6. Delivery date
7. Shipping instructions
8. Quantity
9. Description of items
10. Unit price of item
11. Extension amount
12. Total cost of item
13. Terms of sale
14. Signature and title of person authorizing purchase

A purchase order binds the buyer when the seller accepts the order. The buyer must then pay for the goods as a purchase order is a legal contract and must be carefully prepared.

COMMUNICATIONS

ASSIGNMENT SHEET #11.01

Sales Checks

[illegible]

COMMUNICATIONS

ASSIGNMENT SHEET #11.02

Purchase Order

The Georgetown Manufacturing Co., 16 Green Way, Washington, DC 01190, purchases the following merchandise from Sears Roebuck, 106 Mall Road, Chicago, Illinois 69960 on purchase order #72109:

5 boxes of shells, #915 at \$2.00 each
20 boxes of gun cleaner #79 at \$3.00 per box
1 shot gun, 16 gauge, J. C. Higgins at \$29.95 each

Your terms are 3/10, N30. Date of the order is November 1, delivery after January 10 FOB store, via cheapest way.

Write "OK" if information below is correct. If incorrect make corrections.

Date of Delivery - After December 10 _____

20 boxes of shells at \$2.00 each - \$40.00 _____

Date of order - November 1 _____

Purchase Order - #8104 _____

Purchaser - Sears Roebuck _____

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #11.02

Purchase Order

Date of Delivery - after December 10--OK

20 boxes of shells at \$2.00 each - \$40.00--5 boxes of shells #915
at \$2.00 each = \$10.00

Date of order - November 1--OK

Purchase Order - #8104--#72109

Purchaser - Sears Roebuck--Georgetown Manufacturing Co.

Write a purchase order from the information above.

COMMUNICATIONS

LESSON PLAN #12

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

- 5.20 Determine the reason for a customer's general complaints.
- 5.21 Interpret a customer's position and biases by the listening process.
- 5.22 Express what relationship first impressions have on customers with respect to the business establishment.

Resources:

- 1. Information Sheet 12.01 - Clarifying Store Policies
- 2. Information Sheet 12.02 - True Reasons for Complaints
- 3. Assignment Sheet 12.01 - First Impressions

Teacher Activities:

- 1. Distribute Information Sheet 12.01 - Clarifying Store Policies to students for them to read in class.
- 2. Discuss and answer questions the students might have about Information Sheet 12.01.
- 3. Distribute Information Sheet 12.02 - True Reasons for Complaints to students for them to read in class.
- 4. Discuss and answer questions the students might have about Information Sheet 12.02.
- 5. Distribute Assignment Sheet 12.01 - First Impressions to students to complete in class or to be taken home and brought in the next day.

Student Activities:

- 1. Read Information Sheet 12.01 - Clarifying Store Policies.
- 2. Discuss and ask questions about Information Sheet 12.01.
- 3. Read Information Sheet 12.02 - True Reasons for Complaints. Discuss and ask questions about Information Sheet 12.02.
- 4. Complete Assignment Sheet 12.01 - First Impressions.

Optional Activities:

- 1. Listening to a guest speaker on handling complaints.
- 2. *Retailing Principles and Practices*, 6th edition.

COMMUNICATIONS

INFORMATION SHEET #12.01

Clarifying Store Policies

1. Use tact, be friendly.
2. Communicate as clearly as possible the policy.
3. Use reasoning for policy statements.
4. Offer alternatives.

EXAMPLE: "Excuse me, madam. Our manager requests that our customers cooperate and obey our no smoking policy due to fire regulations and also the federal law that prohibits smoking in public places. We do have an area where you may feel free to smoke. It is located in the area adjacent to the appliance department. Thank you."

COMMUNICATIONS

INFORMATION SHEET #12.02

True Reasons for Complaints

Your attitude about listening to complaints or grievances among store personnel will determine how successful you are in working out their problems. You should develop critical listening in working with complaints. Listen for what is important. Listen to the speaker comprehensively. Search for relevant facts.

After you have listened critically, use evaluative listening before you draw any conclusions. Judge what you hear. Listen to all that has been said. Decide if the speaker is qualified to make complaints. Decide if the facts are true ones. Decide what the purpose of the complaint is--what he or she is trying to say. Is the speaker using a half-fact device--only telling one side of the story?

Is the speaker trying to get you on her or his side--by using a bandwagon technique--"everybody is doing it?"

Picture a worker with an almost visible chip on the shoulder. Without a word being spoken, it is apparent that the worker is angry or distressed. If the worker quickly engages another person in an argument, tempers may flare and people may say things they later regret. When two people argue, each tries to outdo the other in a war of words. Each vigorously defends her or his point of view. True, the discussion may soon end, but too often each person leaves the scene all the more convinced that she or he was right and the other person was wrong. On the other hand, if each person would let the other speak without interruption, it can be likened to a steam valve letting off the pressure of heated words. An occasional nod or "I see" can work wonders.

Listen Between the Lines

Listen not only to what is said, but also to how it is said. By "listening between the lines," a good listener can determine attitudes or subtle viewpoints not explicit in the message itself. Often the emotion contained in words can give a clue to a perceptive listener.

In conclusion, show courtesy, look directly at the speaker, ask questions to clarify certain points or ideas, and listen with empathy. Put yourself in the speaker's place.

Communication with your fellow worker requires many skills. One of the more important skills is the ability to listen. You should remember that as long as you are talking you cannot listen.

Most people listen at a 25% rate of efficiency. This low efficiency level is the result in many cases of poor listening habits. Yet the average person may spend the average day with 8% in writing, 16% in reading, 30% in talking and 45% in listening.

In working with your fellow workers, by listening you can both (1) solve and prevent problems, (2) improve your work efficiency, and (3) create a better human relations team.

In order to be a good listener you need to: (1) determine your purpose for listening, (2) develop basic rules for listening, and (3) learn to listen critically.

Establish your purpose for listening before you start to listen. Outline in your mind the reason you are listening and the important points you hope to hear. Try to shut out all distractions such as land noises, excess body movement, and emotional moods. Attempt to sit comfortably, keep attention on the speaker, and concentrate on what is being said. If possible avoid marginal listening. Listening to the radio while trying to study are examples of marginal listening.

Develop some basic rules for listening. Some proven rules are:

1. *Get ready to listen.*
2. *Accept your share of the responsibility.* In order for communications to take place, ideas must change from the sender to the receiver.
3. *Listen with understanding.* Think about the speaker's words. You can think faster than a speaker can talk, so use your thinking time. Listen for specific details.
4. *Listen with an open mind.*
5. *Listen actively.*
6. *Listen with empathy.*

In addition to listening guidelines, you will need to listen critically. Listening skill requires practice and more practice. Your practice should include some techniques of critical listening. Listening critically should include:

1. Using your spare time.
2. Observing major points.
3. Recognizing details and important ideas.

4. Anticipating what is coming.
5. Rephrasing and review in your mind what is being said.
6. Determining the speaker's motives.
7. Taking notes.

Many people fail to be good listeners because of poor listening habits. Some common listening faults are:

1. *Premature Dismissal* - Jumping to conclusions before the speaker has completed the statement.
2. *Yielding to Distraction* - If you let someone walking by distract you, you will generally fail to hear what is being said. While listening, some people constantly write or draw.
3. *Listening with Emotional Deafness* - Try to avoid bias, prejudices, ideas that will affect your thinking. Listen with an open mind.
4. *Pretending to Listen* - Be courteous to the speaker, be ready to receive new ideas, and hear the speaker out.
5. *Listening only to Facts* - Relate what you hear to what you know--remember to have communications, both speaker and listener must exchange ideas.
6. *Failing to be Tolerant of the Speaker* - Don't be indifferent; respect a person's right to speak.

COMMUNICATIONS

ASSIGNMENT SHEET #12.01

First Impressions

Directions: List the characteristics of the successful first impression.

Joan, an employee in the housewares department of Newcomb's Department Store approached Mrs. David, a customer, complimenting her on her selection of a handsome cutlery set. Joan very carefully noted some outstanding features of the merchandise. Joan is an attractive young lady, very careful to dress appropriately for work each day. She always speaks in a pleasing tone, using well-chosen and pronounced words.

Mrs. David's first question required information Joan wasn't sure about--could the cutlery be safely washed in the automatic dishwasher? There was no indication on the box or label, so Joan decided to check the manufacturer's catalog description and found they could be put in the dishwasher. Mrs. David informed Joan the set was for a wedding gift and asked her opinion. Joan replied that she felt this was a very fine choice, and a very popular wedding present. She had enjoyed the set given her, but she received several duplicates which she had returned.

COMMUNICATIONS

LESSON PLAN #13

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, the students should be able to:

- 5.23 Demonstrate skill in using a telephone properly.
- 5.24 Demonstrate the differences that exist in communications used in selling over the telephone and over the counter.

Resources:

- 1. Information Sheet 13.01 - Qualities of a Good Telephone Voice
- 2. Information Sheet 13.02 - Placing a Call
- 3. Information Sheet 13.03 - Memos
- 4. Transparency Master 13.01 - Placing a Call
- 5. Transparency Master 13.02 - Leaving a Telephone Unattended

Teacher Activities:

- 1. Distribute Information Sheet 13.01 - Qualities of a Good Telephone Voice, Information Sheet 13.02 - Placing a Call and Information Sheet 13.03 - Memos.
- 2. Lead discussion.
- 3. Show Transparency Master 13.01 - Placing a Call and Transparency Master 13.02 - Leaving a Telephone Unattended.
- 4. Have the students divide into pairs. The students will plan and role play proper telephone etiquette for the following situations:
 - a. Placing a call
 - b. Answering a call
 - c. Transferring a call

Student Activities:

- 1. Read and discuss Information Sheet 13.01 - Qualities of a Good Telephone Voice, Information Sheet 13.02 - Placing a Call and Information Sheet 13.03 - Memos.
- 2. Participate in telephone role-playing.

Optional Activities:

1. Tape record the given sheets and follow directions.
2. Secure a tele-trainer to use in teacher activity #4.

1:0

COMMUNICATIONS

INFORMATION SHEET #13.01

Qualities of a Good Telephone Voice

1. *Be Alert* - With your manner and speech, let people know they have your attention and that you are interested in what they have to say.
2. *Be Expressive* - The tone of your voice should vary. Do not speak in a monotone. Your personality is your expressive voice.
3. *Be Natural* - Be yourself!
4. *Be Pleasant* - Friends can be made on the telephone if you have a friendly, pleasant voice.
5. *Be Distinct* - Clear pronunciation is vital. People do not like to strain to try and understand what you are saying.

COMMUNICATIONS

INFORMATION SHEET #13.02

Placing a Call

Before placing a business call, plan your conversation. Organize the message you want to communicate and have all necessary reference material close at hand in case questions arise during the conversation.

Then take a few seconds to check the number and area code. This will save time and confusion and help avoid dialing wrong numbers.

Once you have placed your call, make certain you give the other party time to answer. Nine rings, or about a minute, should be sufficient.

When the person answers, state your name, the company you represent, and whatever additional information may be needed.

When placing a call--either through the operator or by dialing directly--remember to use the area code when appropriate.

Direct Distance Dialing now makes it possible for you to place many types of long distance calls without help from your operator. Your telephone directory introductory pages explain this service.

When calling long distance, remember time differences. When people are arriving at work in San Diego, it's 10:00 a.m. in Colorado Springs; 11:00 a.m. in St. Louis; and in Pittsburgh it's time for lunch.

If you should reach a wrong number when calling long distance, ask the person who answers what city has been reached. Then hang up and dial "Operator," reporting that "I just reached a wrong number in St. Louis. Will you please see that I am not charged?" The operator will arrange it so that you are not charged for the call.

Answering a Call

When your telephone rings, answer it promptly. This lets the caller know that you and your company are anxious to serve.

Greet the caller pleasantly and be certain to identify yourself and your office (for example: "Account Department, this is Miss Smith.")

Use the caller's name whenever possible.

Take time to be helpful and don't hesitate to apologize for errors or delays. Phrases such as "thank you" and "you're welcome" are always appreciated and demonstrate good telephone manners.

Be a good listener, too. The person on the line will appreciate the opportunity to state his or her business completely. You can demonstrate interest and attentiveness by saying occasionally, "I understand, Mrs. Hammond," or "Yes, Sir."

If you must leave the line before the conversation has been concluded, give the caller a choice of waiting or being called back. The caller will appreciate your concern for her or his time.

Always remember to fulfill your promise if you agree to call back. A broken promise may mean an angry customer or a cancelled order.

When answering calls for others, avoid using the abrupt expression, "Who's calling?" It's more polite to ask, "May I tell him (or her) who's calling, please?"

When taking a message, write down the caller's name, area code, number and the time of the call. And of course, place the message beside the appropriate telephone as quickly as possible.

When answering a person-to-person long distance call for someone else, note the operator's number, city and state, area code, telephone number, extension number and name of the party.

Always keep a pad and pencil handy to record this type of information during your conversation.

Transferring a Call

You will have frequent occasion in a business to transfer calls. It is important to your company that you perform this function with tact, courtesy, and efficiency.

Before transferring a call, explain to the caller why she or he is to be transferred; for example, "Mr. Bovinett is responsible for all accounting, sir. May I transfer you to his extension?"

It is also a good idea to provide the caller with the number of the called party in case you are disconnected during the process of transferring the call.

If the caller agrees to be transferred, signal your switchboard attendant by depressing the receiver button slowly. When the attendant answers, ask her or him to transfer the call to the proper extension or give the name of the person to be contacted.

Be sure to give the attendant enough information so that the transfer can be completed without asking the caller to repeat.

Hang up gently when the attendant has acknowledged your request.

COMMUNICATIONS

INFORMATION SHEET #13.03

Memos

	WHAT TO RECORD	WHY
To whom?	Name of person	so the proper person receives the message
From whom?	Name of caller and business connections	so you know the business firm the caller is associated with
Where?	Caller's phone number	so someone can call back
Where?	Location	know where call is coming from
What?	The message itself	self-explanatory
Why?	Action requested and promised	fulfill commitments
How?	Number, city and long distance operator name or number	to establish call at a later time
By whom?	Name of person who received message	In case additional information is requested

Placing A Call



WHEN YOU PLACE A CALL, YOU ARE THE COMPANY

Leaving Telephone Unattended



Lay Receiver Against Side Of Wall Telephone



Press Hold Button



Lay Receiver Flat

COMMUNICATIONS

LESSON PLAN #14

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

- 5.25 Restate the principal areas of communications used to contact employees, suppliers and customers.

Resources:

1. Information Sheet 14.01 - Purposes of Communication
2. Information Sheet 14.02 - Steps for Effective Communication
3. Information Sheet 14.03 - Spoken Communication
4. Assignment Sheet 14.01 - Clarity
5. Assignment Sheet 14.02 - Conciseness

Teacher Activities:

1. Distribute Information Sheet 14.01 - Purposes of Communication to students for them to read in class.
2. Discuss and answer questions about Information Sheet 14.01.
3. After discussion is completed, distribute Information Sheet 14.02 - Steps for Effective Communication to students for them to read in class.
4. Discuss and answer questions about Information Sheet 14.02.
5. After discussion is completed, distribute Information Sheet 14.03 - Spoken Communication to students for them to read in class.
6. Discuss and answer questions about Information Sheet 14.03.
7. After discussion is completed, distribute Assignment Sheet 14.01 - Clarity to students to complete in class.
8. Collect Assignment Sheet 14.01.
9. Distribute Assignment Sheet 14.02 - Conciseness to students to complete in class or to be taken home and brought in the next day.

Student Activities:

1. Read Information Sheet 14.01 - Purpose of Communication.
2. Discuss and ask questions about Information Sheet 14.01.
3. Read Information Sheet 14.02 - Steps for Effective Communication.
4. Discuss and ask questions about Information Sheet 14.02.
5. Read Information Sheet 14.03 - Spoken Communication.
6. Discuss and ask questions about Information Sheet 14.03.
7. Complete Assignment Sheet 14.01 - Clarity.
8. Complete Assignment Sheet 14.02 - Conciseness.

Optional Activities: *Retailing Principles and Practices*, 6th edition part 56, pp. 484-490.

COMMUNICATIONS

INFORMATION SHEET #14.01

Purposes of Communication

Communication is accomplished in many ways: two ways are written and verbal.

Effective communications begin with being aware of why, what and how well you are communicating. Therefore, the first question to ask yourself is, "Why am I communicating?" In other words, "What is the purpose of what I'm about to say?" For any situation there are *three basic purposes* of communication:

1. To inform
2. To inquire
3. To persuade

For a minute, stop and try to think of a communication situation which does not fit under one of these three purposes.

If you are talking or writing about your car, your feelings, a book you've just read, or if you are teaching a class or giving directions, or in general sharing what you know with someone else, you are informing them of your knowledge.

If you are asking about an assignment, directions, or another person's feelings, experiences, or knowledge, you are inquiring.

Thirdly, if you have an attitude about a product, i.e. sales, or about religion, prejudice, or who won yesterday's unfinished game, and you are trying to convince someone else to adopt or believe your attitude, that is persuasion.

Try thinking of all the ways in which you use each purpose of communication--informing, inquiring, and persuading--on your job, with customers, co-workers and supervisors.

COMMUNICATIONS

INFORMATION SHEET #14.02

Steps for Effective Communication

Once you have decided on the purpose of your communication, you should follow the *five steps for effective communication*:

1. Know *what* you want to say.
2. Know to *whom* you are saying it.
3. Decide *what medium* you will use to say it.
4. Communicate as *clearly* and as *pleasantly* as possible.
5. *Follow up* to be certain you were understood.

Each step depends upon having completed the one before it. For example, you cannot decide that you want to write (Step 3) a memo, if you don't know to whom you are sending that memo (Step 2); likewise, you cannot know to whom you are sending the memo, if you don't know what the memo should say (Step 1).

Exactly what does each of these steps mean?

Step 1: Know what you want to say.

Regardless of which purpose you are following, you need to follow that purpose by examining *what*.

1. I am informing someone of *what*?
2. I am inquiring about *what*?
3. I am trying to persuade someone about *what*?

In answering the *what* question, remember to be specific, and only as detailed as is necessary. For instance, if you are working on a promotion for Product A, you decide that you will try to persuade (purpose) someone to come and look at Product A in your store (Step 1).

Step 2: Know to whom you are directing your communication.

Knowing the person the communication is going to helps you decide what choice of words to use. To whom you are speaking influences your word choice, particularly in terms of formality and the use

of technical terms. In the business world it may make no great difference whether you are communicating with a customer, a co-worker or a supervisor. You probably would not be as formal when talking to a co-worker as you would be when talking with a customer. Likewise, if you were comparing one product to another, you would use a more technical terminology with your supervisor than with a customer who has told you she or he has never used this type of product before. To continue the example from Step 1, remember that you decided to try to persuade someone to come and look at Product A in your store. You decide that you will contact (Step 2) regular customers whom you know. Therefore, you can use less formality, because you know the customer, and you would use whatever technical terms in describing Product A that you know these customers will find beneficial.

Step 3: Decide what medium you will use.

Two basic forms of communication are written and spoken. According to the situation and its demands, you either write a letter, a memo, etc., or you can use a form of spoken communication such as the telephone, face-to-face, tape recording, etc. Your decision should be based upon the advantages each medium offers compared to the requirements of the communication. If you want to inquire about a product you might buy, and the answer to your first question would determine your second question, then a series of letters would be much less efficient than a telephone call. On the other hand, if you want to inform your supervisor of the outcomes of your committee meeting summary, a letter or memo which could be reread several times or filed for future reference would be the most appropriate.

Returning to our Product A example, we will assume that there are thirty customers you wish to contact. Telephoning would be too time-consuming, therefore a letter (Step 3) would be the best medium to use.

Step 4: Communicate as clearly and as pleasantly as possible.

Having chosen what form or medium of communication to use, you then try to communicate as clearly and as pleasantly as possible. *Clarity involves word choices that do not allow several possible interpretations.* For example, if you want to ask a co-worker which brand of an item is selling the most rapidly, you would not ask, "Which is the best brand?" She or he might define "best" as the item with the most features and not the one which has sold the most rapidly. Therefore, be certain you say exactly what you mean.

Clarity includes simplicity as well as exactness. Simplicity means saying what you want to say in as few words as possible. You should include only that information and detail which is necessary to fulfill your purpose.

No matter what your purpose, communicating as pleasantly as possible will increase the probability of completing that purpose. Particularly in the area of persuasion, if the person is turned off by the way something was said, he or she won't pay attention to what was stated.

In the example of Product A, you have chosen to send a letter (Step 3) to thirty regular customers. You could indicate to the customer that (Step 4) you are *inviting* only a few of your preferred customers to look over Product A. Briefly explain the *reasons why* this customer would be interested in Product A, and include suggested times when you would be available to demonstrate the product. You would *not* include information about other items on sale, or any promotion not directly connected with Product A. Remember your purpose.

Step 5: Follow up your communication to be certain you were understood.

Effective communication is different because it involves at least two people--the sender and the receiver. You may have done the first four steps quite well, but you have only examined the communication of the sender; it must also be received and interpreted correctly. Therefore, to be an effective communicator, you must follow up and in some way examine how the communication was received. The follow-up could be as simple as asking someone, "What do you think I just said?" or as complex as a full-scale survey about the effect of an advertisement. In the business world, the ultimate test of a communication is the results that it achieves. If you asked an employer for information, did the reply answer your question? If not, you need to ask yourself, "Why not?" Was the product information that you gave a fellow employee used in his or her next sales talk? Did the customer buy the product?

To follow up on the ongoing example, having sent the letters, you could (1) keep a record of how many of the thirty customers did come in to look at Product A; (2) ask those customers who do come in, what influenced them to come, or merely what they liked or didn't like about the letter; or (3) call a few of those who did not come in and politely ask if they received the letter and whether they liked this form of product information.

COMMUNICATIONS

INFORMATION SHEET #14.03

Spoken Communication

In following the steps for effective communication, the decisions for the first two are the same for both written and spoken. You need to know (1) what you want to say, and (2) to whom.

In spoken communication, the medium includes a formal speech, an interview, or just a friendly discussion. The medium is not just the tone, however, but also the form.

The medium (3) in spoken communication can either be one-way or two-way. When using a video tape, a tape recorder, or to some extent in a formal speech, you are speaking to someone, but they are not able to speak in response. Essentially, the communication is then going only in one direction, from you to the listener. Two-way communication involves the speaker and the listener being able to change roles; in other words, the listener can talk and become the speaker. Two-way communication, then, would include telephone conversations, sales representative to customer over the counter selling, and a face-to-face discussion among friends or co-workers. In choosing a medium, be certain the type suits your purpose. If many questions need to be asked by the listener, one-way communication would not be desirable.

The fourth step of clarity and pleasantness entails more than word choice. Communication is more than the spoken word. If you, the speaker, can be seen, then your posture, facial expression, and each move are communicating things which must be consistent with what is being said in order to be effective. For example, if a sales representative is explaining the advantages of a product for a customer, and at the same time is looking around and drumming her or his fingers on the counter, what is being said is, "I am giving you the standard sales pitch, but I'm bored and I don't really care about you or the product." In this situation, what was actually said and what was communicated were decidedly different.

Therefore, in order to communicate clearly, not only must your word choice be free of implications and to the point, but the visual "You" must be consistent with what is being said.

Pleasantness is particularly important in the spoken word, and is most often communicated by your tone of voice. Everyone has experienced being upset by how something was said, even though the actual words were not disturbing. Whether one is talking to a supervisor, a co-worker, or a customer, the communication stands a better chance of being well received if the speaker's words, manner and tone of voice are pleasant.

The follow-up step has a variety of possibilities in spoken communication. You can use most of the techniques possible for written communication, and additionally use spoken techniques. Several possibilities are (1) a direct question, "How did you interpret what I just said?" or "Which of the possibilities appeals to you?"; (2) question or repetition by the listener such as, "Are you saying that this product will . . .?"; or any of the non-spoken means of communicating, such as the listener's facial expression, voice, movements, etc. What are some other methods you would use to follow up a spoken communication?

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ASSIGNMENT SHEET #14.01

Clarity

For the following phrases, use one or two words which mean the same.

- A. Up to this writing
- B. Our check in the amount of
- C. Acknowledge receipt of
- D. Due to the fact that
- E. Attached hereto
- F. Enclosed you will find
- G. We wish to thank you

Circle the words in the following statements that are unnecessary.

- A. We reached a consensus of opinion
- B. That is past history
- C. They are both alike
- D. He jumped off of the beam
- E. Refer back to your booklets
- F. Repeat that sales talk over again
- G. Divide up into committees
- H. You will connect together the broken pipe

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #14.01

Clarity

- A. Previously
- B. Our check for
- C. We received
- D. Because (or) Since
- E. Attached
- F. Enclosed is
- G. Thank you

Circled words should be:

- A. of opinion
- B. past
- C. both
- D. of
- E. back
- F. over
- G. up
- H. together

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ASSIGNMENT SHEET #14.02

Conciseness

Why take three sentences to say what could have been stated in one?

Rewrite the following order, making it concise and clear:

- III. Your order #7291 for a cigarette lighter was received today. We do not manufacture cigarette lighters. We cannot fill your order. We looked up the nearest manufacturer. We found it to be the Raymon Lighter Company. Their address is 719 John Avenue, Buffalo, New York 00110. We are sending you a catalog of our products. Perhaps we can be of further service to you in the future.

COMMUNICATIONS

KEY FOR ASSIGNMENT SHEET #14.02

Conciseness

A suggested revision:

- III. We do not manufacture cigarette lighters and will not be able to fill your order, #7291. The nearest manufacturer of cigarette lighters is the Raymon Lighter Company, 719 John Avenue, Buffalo, New York 00110. A catalog of our products is being sent to you. We hope to have the opportunity to serve you in the future.

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LESSON PLAN #15

Time for Lesson: 55 minutes

Resources:

1. Post-Assessment
2. Post-Assessment Key

Teacher Activities: Distribute Post-Assessment.

Student Activities: Answer Post-Assessment.

Optional Activities: Teacher may go over Post-Assessment Key with class.

COMMUNICATIONS

POST-ASSESSMENT

True or False - Circle Answer

- | | | | |
|---|---|-----|--|
| T | F | 1. | It is not necessary for the boss to be a good speller. |
| T | F | 2. | Personnel directors do not check spelling on applications. |
| T | F | 3. | When offered a handshake by the interviewer on departing, you should offer yours in return. |
| T | F | 4. | It is easy to communicate exactly what we mean. |
| T | F | 5. | If a message is acted upon, communication has taken place. |
| T | F | 6. | Clues for skimming are often indicated by the way the material is organized. |
| T | F | 7. | A woman's name is usually said before the man's when a couple is involved. |
| T | F | 8. | Never ask for questions after a prepared sales talk to your employees. |
| T | F | 9. | 3 x 5 cards are recommended to use as guides when giving a speech. |
| T | F | 10. | The main idea of a paragraph is usually stated in its last sentence. |
| T | F | 11. | A purchase order is a legal contract and must be carefully prepared. |
| T | F | 12. | An oral guarantee is as good as a written guarantee when given by the sales representative. |
| T | F | 13. | A purchase order does not bind the buyer to pay for the goods when the seller accepts the order. |
| T | F | 14. | In listening to complaints, you should try to listen not only to what is said, but also to how it is said. |
| T | F | 15. | Loss leaders are seldom used by grocery stores in their ads. |
| T | F | 16. | Confidence is not a characteristic of a successful first impression. |

- T F 17. It is better to say the bag of manure is *odoriferous* rather than *smelly*.
- T F 18. It is better to say the product is *always* available rather than *invariably*.
- T F 19. Voice levels should never change when giving a speech because the audience may think you are showing off.
- T F 20. Good oral communications require interaction with others.
- T F 21. Ten rings (or about 1 minute) is sufficient time for the person you are calling to answer the phone.
- T F 22. When transferring a call, it is not necessary to explain to the caller why he or she is being transferred.
- T F 23. Raising eyebrows indicates surprise in gesturing.
- T F 24. One gesture to avoid is scratching the head.
- T F 25. When transferring a call, you should provide the caller with the number of the person being called in case you become disconnected during the transfer.

Fill in the blanks.

1. One of the most common listening faults is _____.
2. A common fault of listeners, such as pencil tapping or looking outside while the speaker talks, is an example of _____.
3. A listener that is constantly coming to conclusions before the speaker has completed the statement is guilty of _____.
4. _____ is the process of transferring ideas from one person to another.
5. List the four steps to good listening.
 - a.
 - b.
 - c.
 - d.

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6. List four factors in the communication process.
 - a.
 - b.
 - c.
 - d.
7. List the two main types of approaches used in assigning duties and delegating authority.
 - a.
 - b.
8. List two reasons to avoid mispronunciations.
 - a.
 - b.
9. List four characteristics of a successful first impression.
 - a.
 - b.
 - c.
 - d.
10. List three purposes of or reasons for communication.
 - a.
 - b.
 - c.
11. List the five steps to be followed for effective communication.
 - a.
 - b.
 - c.
 - d.
 - e.

12. What are two concerns which are unique in written communication?
 - a.
 - b.
13. Which would be a better way of suggesting changes--a personal talk with the manager, or having someone talk to the manager for you?
14. What is the best type of oral approach and why?
15. Translate into writing the correct statement from the words and phrases as they commonly sound: Uh dunno wy ya din gimme some.
16. Translate into writing the correct statement from the words and phrases as they commonly sound: Wy dincha stoppim?

COMMUNICATIONS

POST-ASSESSMENT KEY

True or False:

- | | | |
|-----------|-----------|-----------|
| 1. False | 11. True | 21. True |
| 2. False | 12. False | 22. False |
| 3. True | 13. False | 23. True |
| 4. False | 14. True | 24. True |
| 5. True | 15. False | 25. True |
| 6. True | 16. False | |
| 7. True | 17. False | |
| 8. False | 18. True | |
| 9. True | 19. False | |
| 10. False | 20. True | |

Fill in the blanks:

1. Pretending to listen
2. Yielding to distractions
3. Premature dismissal
4. Communication
5.
 - a. Prepare to listen
 - b. Have an open mind
 - c. Listen carefully
 - d. Listen with empathy
6.
 - a. A sender
 - b. A message
 - c. A channel by which a message is carried
 - d. A receiver
7.
 - a. Written approach
 - b. Oral approach
8.
 - a. Distracting
 - b. Causing poor impression
 - c. Embarrassing

9. Any four of the following:

- | | |
|-----------------------------|-----------------|
| a. Health | n. Showmanship |
| b. Posture | o. Ambition |
| c. Cleanliness and grooming | p. Adaptability |
| d. Clothes | q. Industry |
| e. Voice | r. Observation |
| f. Mannerisms | s. Enthusiasm |
| g. Honesty | t. Courtesy |
| h. Responsibility | u. Tact |
| i. Courage | v. Dominance |
| j. Loyalty | w. Vocabulary |
| k. Resourcefulness | x. Composition |
| l. Confidence | y. Enunciation |
| m. Imagination | z. Penmanship |

10. a. To inform
b. To inquire
c. To persuade

11. a. Know what you want to say
b. Know to whom you are saying it
c. Know what means you will use
d. Be as clear and as pleasant as possible
e. Follow up to be certain you were understood

12. a. Correct spelling
b. The reader's questions must be anticipated and answered

13. Personal talk with the manager

14. Staff meeting because it lets all the employees know at the same time who is assigned what jobs and is responsible.

15. I don't know why you didn't give me some.

16. Why didn't you stop him?

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LESSON PLAN #16

Time for Lesson: Two 55-minute periods

Resource: Unit Evaluation Sheet.

Teacher Activities: Go over Unit Evaluation.

Student Activities: Participate in speech.

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UNIT EVALUATION

Instructions

The evaluation will be an actual speech of not less than three (3) minutes nor more than five (5) minutes. The participation will be done by each student in front of the class. If a TV recorder and camera are available, it is recommended that they be utilized. The students in the audience will be given a rating sheet in which to critique and evaluate the participants. The instructor should explain the proper procedures to follow to all the students. It is recommended that a reward be given to the student who gives the best speech and receives the highest rating by fellow students.

COMMUNICATIONS

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